

C
Or3nmH
1913/20
1970/21

Normal School - Catalog - 1920-1921

THE LIBRARY
OF THE
UNIVERSITY OF ILLINOIS

OREGON NORMAL SCHOOL BULLETIN

MONMOUTH, OREGON

CATALOGUE NUMBER
1920-1921



UNIVERSITY OF ILLINOIS

UNIVERSITY OF ILLINOIS

MAY 4 1920
Administrative Library

Vol. 9

JANUARY, 1920

No. 1

Entered as second-class matter, April 3, 1911, at the postoffice, Monmouth, Oregon,
under the Act of July, 1894

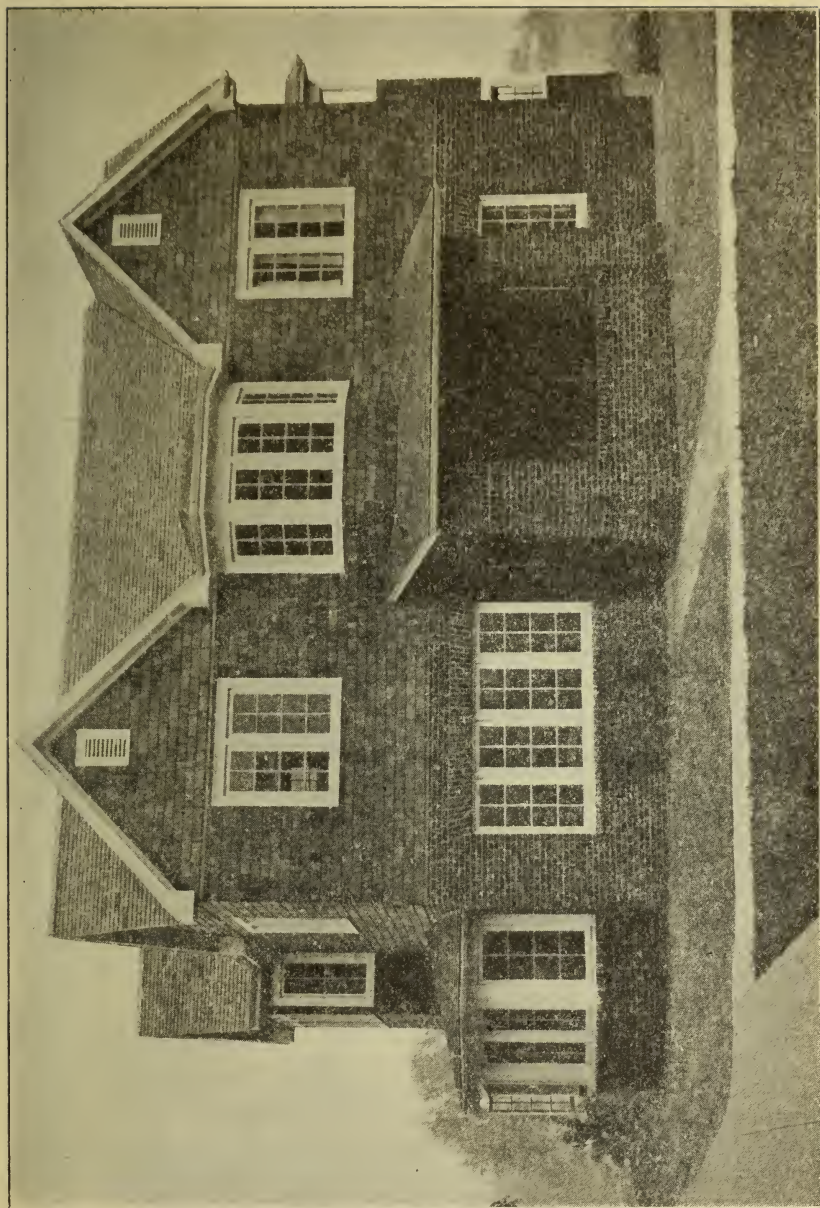




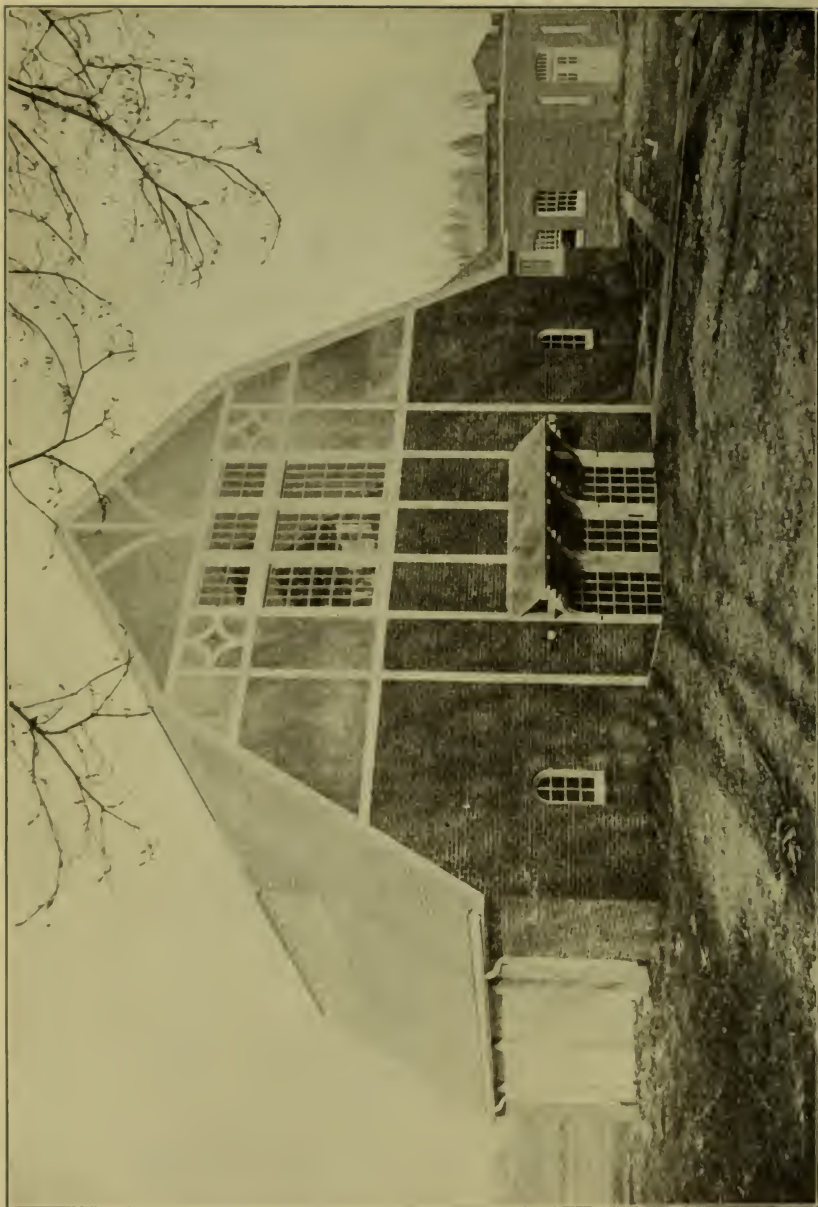
ADMINISTRATION BUILDING



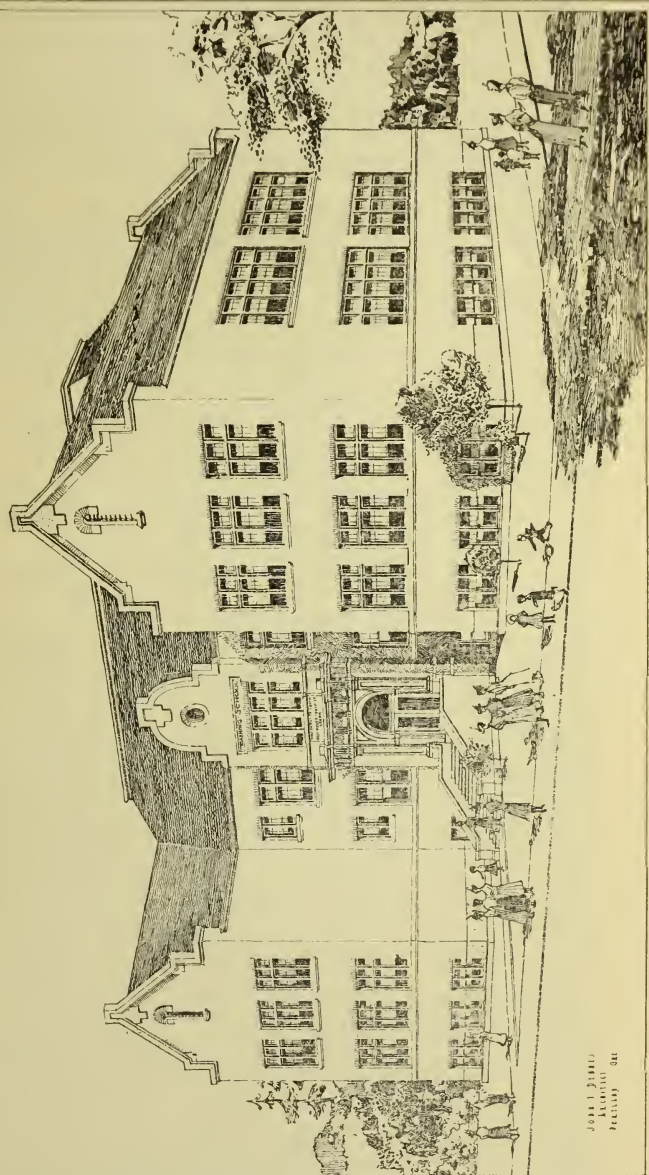
WOMEN'S DORMITORY



SENIOR COTTAGE

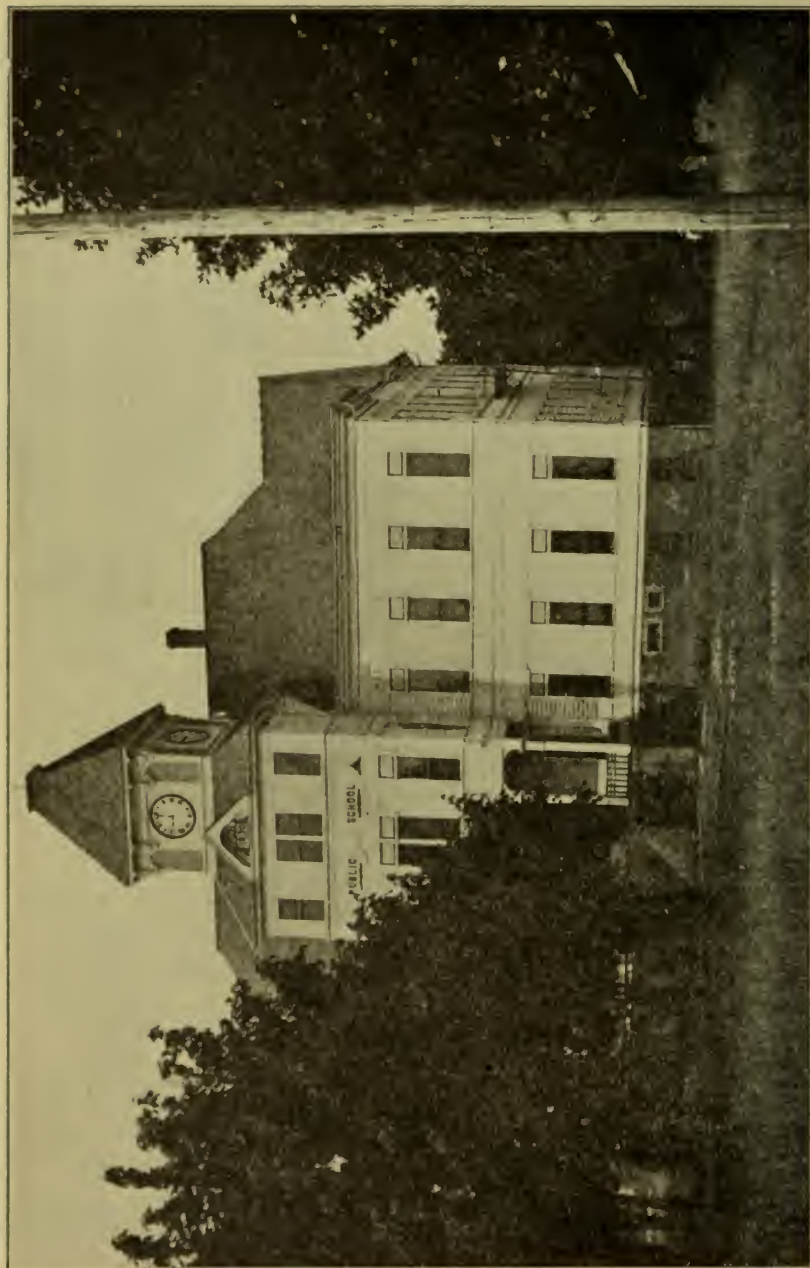


GYMNASIUM

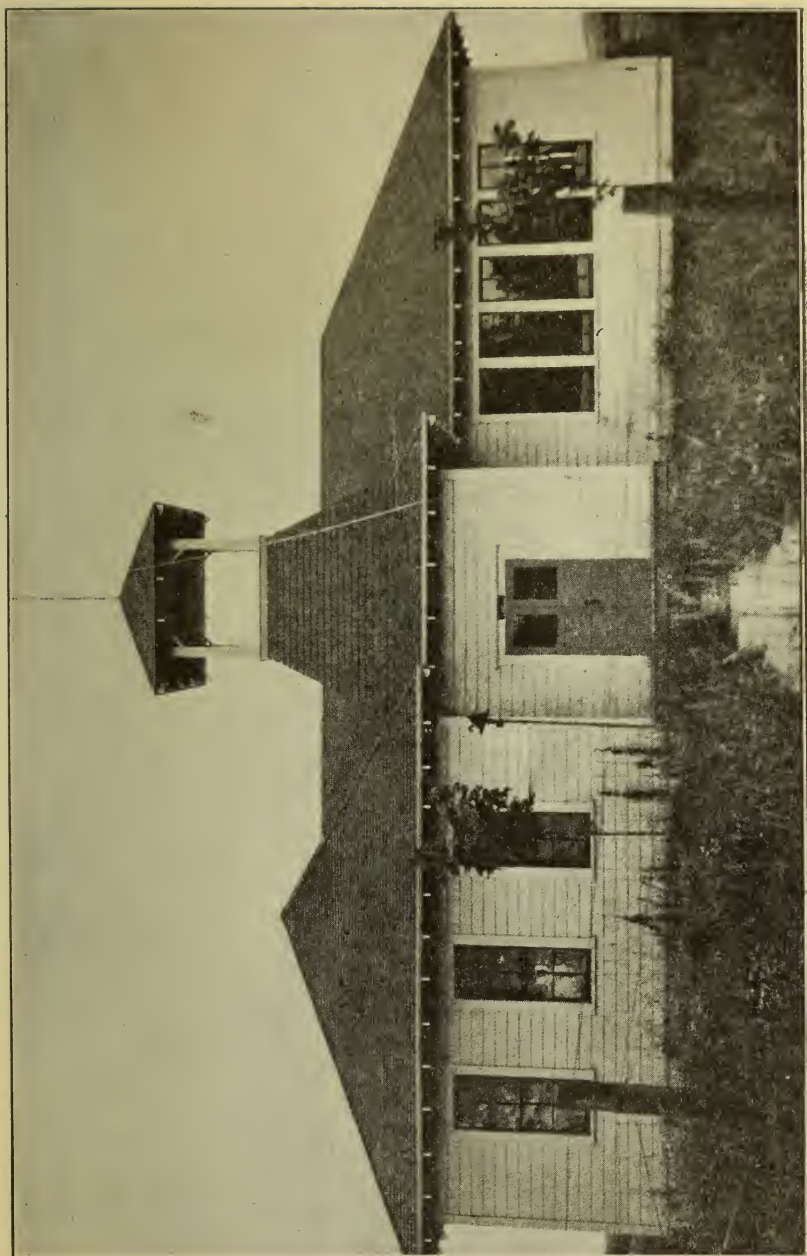


JOHN J. BIRCH
 ARCHT.
 NEWARK, N. J.

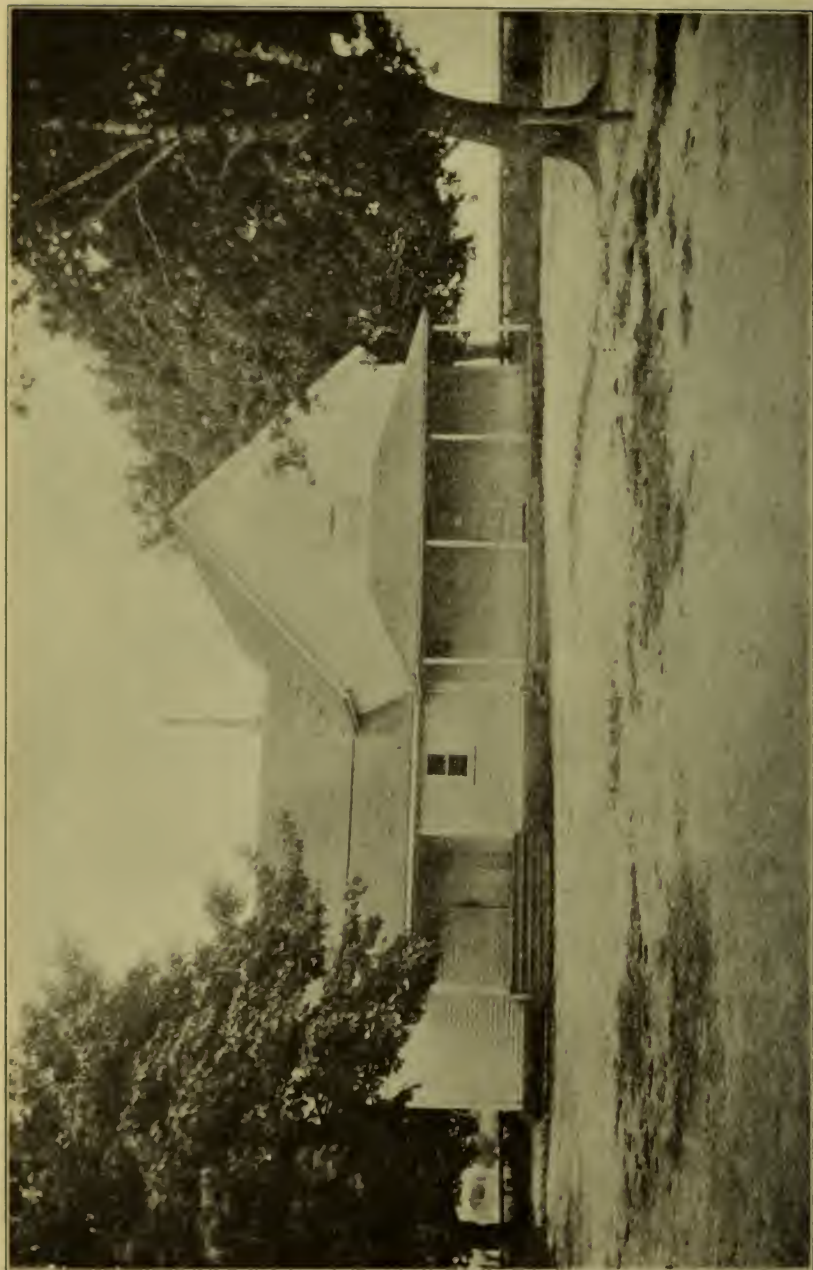
TRAINING SCHOOL—MONMOUTH



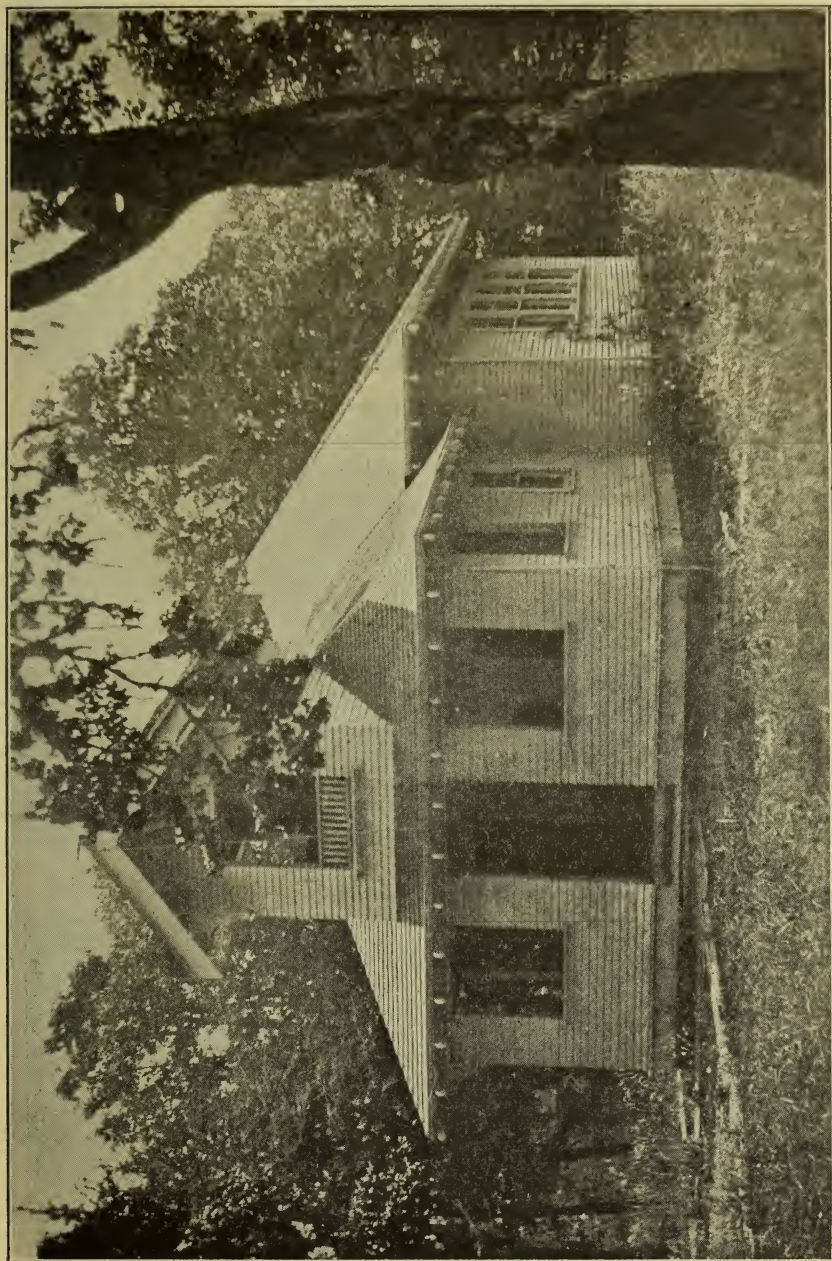
TRAINING SCHOOL—INDEPENDENCE



ELKINS' RURAL CENTER



MOUNTAIN VIEW RURAL CENTER



OAK POINT RURAL CENTER



LIVING ROOM OF WOMEN'S DORMITORY



REGISTRAR'S OFFICE



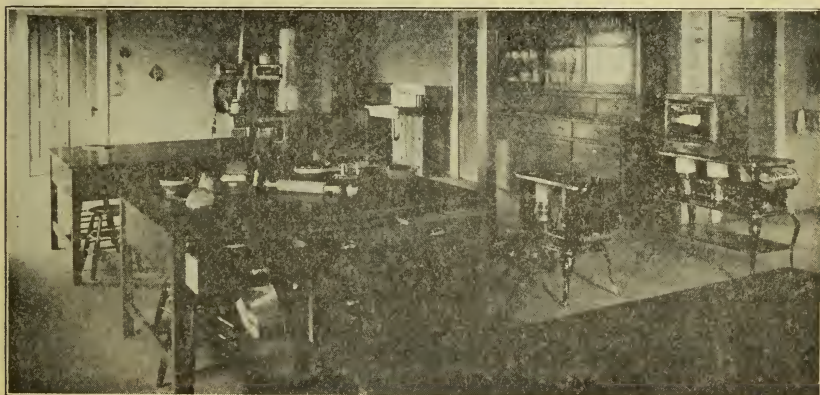
ENGLISH DEPARTMENT



ART DEPARTMENT



DOMESTIC ART DEPARTMENT



DOMESTIC SCIENCE DEPARTMENT



NORMAL CHAPEL

OREGON NORMAL SCHOOL BULLETIN

MONMOUTH, OREGON

CATALOGUE NUMBER
1920-1921



SALEM, OREGON :
STATE PRINTING DEPARTMENT
1920

BOARD OF REGENTS OF NORMAL SCHOOLS

REGENTS EX OFFICIO

| | |
|---|-------|
| BEN W. OLCOTT, Governor | Salem |
| BEN W. OLCOTT, Secretary of State | Salem |
| J. A. CHURCHILL, Superintendent of Public Instruction | Salem |

REGENTS BY APPOINTMENT

| | |
|---|------------|
| H. G. STARKWEATHER, term expires July 1, 1920 | Milwaukie |
| C. L. STARR, term expires July 1, 1921 | Portland |
| W. C. BRYANT, term expires July 1, 1922 | Moro |
| CORNELIA MARVIN, term expires July 1, 1923 | Salem |
| JOHN S. COKE, term expires July 1, 1924 | Marshfield |
| E. E. BRAGG, term expires July 1, 1925 | La Grande |

OFFICERS OF THE BOARD

| | |
|--------------------------|---------------------------|
| BEN W. OLCOTT, President | J. H. ACKERMAN, Secretary |
|--------------------------|---------------------------|

STANDING COMMITTEES

Executive—The President, Regents Churchill and Marvin.

Finance—Regents Olcott, Starr and Coke.

Teachers—Regents Bryant, Starkweather and Bragg.

Libraries—Regents Marvin, Bragg and Coke.

Course of Study—Regents Churchill, Starr and Bryant.

President of the Faculty J. H. Ackerman, Monmouth

FACULTY

NOTE.—The names of the faculty are arranged in accordance with their years of service in the Oregon Normal School and, also, alphabetically.

ACKERMAN, J. H. (State Normal School, Milwaukee, Wisconsin; Honorary Degree, Oregon Agricultural College).
President.

BUTLER, J. B. V. (Christian College and Oregon Normal School).
Department of History and Civics.

GENTLE, THOMAS H. (Illinois State Normal University, and University of Jena, Germany).
Department of Education.

OSTIEN, H. C. (Ohio Normal University; Illinois Wesleyan University; Nebraska State University).
Department of Mathematics.

WEST, MABEL G. (Knox College, Galesburg, Illinois; University of Illinois Library School).
Department of Libraries.

TODD, JESSICA S. (Geneva College, Beaver Falls, Pennsylvania).
Dean of Women.

GILMORE, L. P. (Lehigh University, South Bethlehem, Pennsylvania).
Department of Science.

- TAYLOR, LAURA J. (Normal Training School, Tacoma, Washington; University of Washington; Teachers' College, Columbia University).
Department of Health and Physical Education.
- BRENTON, ALABAMA (Pratt Institute; New York School of Fine and Applied Art; Teachers' College, Columbia University).
Department of Art.
- LEVIS, MAY (Slippery Rock State Normal, Slippery Rock, Pa.; University of Chicago).
Assistant to Dean.
- SCHUETTE, MARIE A. (Oshkosh Normal School, Oshkosh, Wisconsin; Crane Normal Institute of Music, Potsdam, N. Y.; National Summer School of Music, Lake Forest, Illinois).
Department of Music.
- STOMBAUGH, MRS. GLADYS BOISE (Michigan State Normal College, Ypsilanti, Michigan; University of Michigan; Leland Stanford Junior University).
Department of Public Speaking and Assistant in English.
- HALES, VIRGINIA (University of Oregon; University of California Summer School).
Assistant in Physical Education Department.
- HOLLIDAY, LAURA C. (Wooster College, Wooster, Ohio; Thomas Normal Training School, Detroit, Michigan.)
Assistant in Music and Art Departments.
- MILLS, EDNA L. (Oregon Agricultural College).
Department of Domestic Science and Domestic Art.
- MINGUS, EDNA (University of Iowa; University of Chicago).
Department of English.

TRAINING SCHOOL DEPARTMENTS

GRADES

GENTLE, THOMAS H.Principal

MONMOUTH

- MCINTOSH, ALICE A. (State Normal School, Whitewater, Wisconsin).
Critic—Grades Seven and Eight.
- RADABAUGH, MARIE (Oregon Normal School; University of California Summer School; University of Oregon).
Critic—Grades Five and Six.
- DUNHAM, BESSIE M. (Nebraska State Normal, Peru, Nebraska; University of Nebraska, Lincoln, Nebraska; State Normal School, Bellingham, Washington).
Critic—Grades Three and Four.
- SMITH, IDA MAE (Monmouth Normal School; Oregon Agricultural College; San Francisco Normal School).
Critic—Grades One and Two.

INDEPENDENCE

- ARBUTHNOT, KATHERINE (Des Moines High School; Columbia University, Summer School; Oregon Normal School).
Critic—Grades Seven and Eight.

HOUX, KATE L. (Oregon Normal School; University of Chicago Summer School).

Critic—Grades Five and Six.

WILLIAMS, MARY N. (Whitewater Normal School; Chicago University, Teachers' College, Columbia University).

Critic—Grades Three and Four.

EMILY DEVORE (Oregon Normal School; University of Oregon; University of California; Iowa State Teachers' College; University of Chicago).

Critic—Grades One and Two.

MOUNTAIN VIEW RURAL CENTER

MILLER, MRS. INEZ (Oregon Normal School).

Supervisor—All Grades.

BOND, MYREL (Oregon Normal School).

Assistant Supervisor.

ELKINS RURAL CENTER

CARSON, GLADYS (Oregon Normal School; Willamette University).

Supervisor—All Grades.

HILL, FLORENCE (Oregon Normal School; University of Oregon; University of California).

Assistant Supervisor.

OAK POINT RURAL CENTER

COLLINS, MRS. GERTRUDE F. (Oregon State Normal School; Oregon Agricultural College; University of Utah).

Supervisor—All Grades.

BRAMBERG, ALLIE F. (McMinnville College; Capital Business College).

Clerk and Registrar.

SCOTT, JOHN

Head Janitor.

RAILROAD FACTS

Monmouth may be reached as follows:

1. Trains leave Union Depot, Portland, via Gerlinger and Independence.
2. Trains leave Albany via Corvallis and Independence.
3. Trains leave Salem via Gerlinger and Independence.
4. Tickets may be purchased and baggage checked to Independence from any point on the Southern Pacific, O.-W. R. & N., and C. & E.
5. Auto bus meets all trains at Independence.
6. Be sure to purchase your ticket to Independence.

CALENDAR FOR 1920-1921

Six weeks summer term.

Entrance and enrolment June 21, 1920.

FALL TERM

| | |
|------------------------------|---------------------------------------|
| Entrance and enrolment | September 20, 1920 |
| School organized | September 21, 1920 |
| Thanksgiving recess | November 24 to November 28, inclusive |
| Term ends | December 17, 1920 |
| Holiday vacation | December 17 to January 3, inclusive |

WINTER TERM

| | |
|---------------------|---------------------------------|
| Enrolment | January 3, 1921 |
| Term ends | March 25, 1921 |
| Easter recess | March 26 to March 28, inclusive |

SPRING TERM

| | |
|-----------------|----------------|
| Enrolment | March 29, 1921 |
| Term ends | June 22, 1921 |

PROGRAM FOR COMMENCEMENT WEEK

| | |
|-------------------------------|--|
| Saturday, June 18, 1921..... | President's Luncheon—Junior Prom. |
| Sunday, June 19, 1921..... | Baccalaureate Sermon |
| Monday, June 20, 1921..... | Faculty Reception—Class Play |
| Tuesday, June 21, 1921..... | Last Chapel and Class Day—Alumni Program and Banquet |
| Wednesday, June 22, 1921..... | Commencement |

SIX WEEKS SUMMER TERM, 1921

| | |
|------------------------------|----------------|
| Entrance and enrolment | June 27, 1921 |
| School organized | June 28, 1921 |
| Term ends | August 5, 1921 |

CALENDAR FOR 1921-1922

| | |
|------------------------------|--------------------|
| Entrance and enrolment | September 19, 1921 |
| School organized | September 20, 1921 |

OREGON NORMAL SCHOOL

Upon arriving, a list of boarding places and rooms will be furnished upon application to the dean of women, who may be found at the dormitory. In order that the best sanitary conditions may be secured, all boarding places will be inspected and no place will be recommended by the dean that does not have a favorable report. The normal school is coeducational, but it is recommended that men and women have rooms in separate rooming houses. The dean will not recommend boarding and rooming houses, except with the idea that such houses, so far as rooming is concerned, will be exclusively for men on the one hand, or exclusively for women on the other. Baggage should usually be left at the depot until a home is secured.

FACULTY

There is a strong faculty thoroughly qualified for the work of training teachers in all lines of work.

BUILDING AND EQUIPMENT

The main building is a large brick structure, well adapted to the work of the normal school. It includes twenty-two classrooms and laboratories, library, and an assembly hall with a seating capacity of 1,000. It is heated by steam and lighted by electricity.

THE GIRLS' DORMITORY

Accommodations are provided in the dormitory and in the senior cottage for one hundred and twenty women. Each room is nicely furnished with all bedding, bed linen, towels, etc., no student being required to furnish anything except her personal belongings. All except individual laundry will be done at the institutional laundry. The student may do her washing and ironing at the institutional laundry at a small fee for the use of the same. All loss or damage to bedding or furniture will be charged up to the room holder. The student who is so fortunate as to secure accommodations in the dormitory or cottage will have all the conveniences of the most cultured home.

Girls wishing to live in the dormitory should send two dollars to reserve room. Under no circumstances will this fee be returned until the student has lived in the house one term. Residence in senior cottage is decided by vote of the faculty.

The following scale of prices will be in effect for the year 1920-1921:

| | |
|---|--------|
| Room rent per week, payable monthly in advance..... | \$1.00 |
| Board per week, payable monthly in advance..... | 6.00 |
| Room deposit holds room until opening day of school. | |
| No reduction for meals or room will be made unless absent for more than one week. | |
| The aforesaid prices are subject to change. | |

It is suggested that women who plan to live in the dormitory provide themselves with shoe bag and laundry bag to be fastened to the closet door. The door is twenty-four inches wide. Each girl provides her own dresser scarf. Dresser forty-two by nineteen inches.

DOMESTIC SCIENCE AND ART

Adequate and well-equipped rooms are provided in the training school building for the domestic science and domestic art departments.

GYMNASIUM

The gymnasium is a brick building and well equipped with hot and cold baths, dressing rooms, and a good-sized floor suitable for instruction purposes and the playing of such games as basket ball, indoor ball, volley ball, and the like.

EXPENSES

The expenses are nominal and every means are used to keep the expenses of a student at a minimum.

The enrolment fee is \$4.00 per term.

There is also a student body fee of \$1.00 per term; also a lyceum course fee of \$1.00 per term. All of these fees are payable to the registrar. No programs are made until a receipt for fees has been presented to the president. In no case are fees refunded. No additional fee is required for vocal music and art. Private lessons will be given by private piano instructors at reasonable rates.

ROOM AND BOARD

Living expenses in private homes are as low as they are in any school city in Oregon, and range as follows: Furnished room and table board \$7.00 per week; housekeeping rooms \$1.50 per week. The aforesaid prices are subject to change.

Some students reduce their expenses in various ways. Some rent rooms and board in clubs; some do light housekeeping.

There is a great variety of ways whereby students may economize if they desire to do so. Employment in and about the buildings will be furnished whenever practicable. There are many opportunities for really capable students to meet a part of their living expenses by assisting in the housework of private families. When such additional duties are undertaken, however, it is better for the student not to attempt the entire work of any class, but to take one or two semesters longer to complete the course and thus avoid overwork.

STUDENTS' RULES AND REGULATIONS

The school fixes few arbitrary rules or restrictive regulations. Those students only are admitted who are believed to have well formed and correct habits. Both in the school and elsewhere they are expected to maintain the attitude and bearing of cultivated people, and to be governed by principles of morality and honor.

The courtesies and requirements of good society apply to the management of the students in respect to personal associations, so far as the conditions under which the students live make it possible. It is expected that under no conditions will lady students permit gentlemen to call upon them in their lodging rooms, and persons keeping boarding houses will be held responsible for such violations.

No student shall ride or drive unless accompanied by a chaperone, approved by the dean of women. No young lady shall receive calls from gentlemen except on Friday, Saturday or Sunday. No student may leave town without the consent of the dean of women, Independence not included. The rules governing social affairs shall be the same in the homes as in the dormitory.

Any apparent infraction of the rules governing the social life of a student living at the house of any householder coming to the notice of such householder shall immediately be reported by such householder to the dean of women. The dean of women holds the right of forbidding students to live at places where these reasonable conditions are not enforced.

Student life and success calls for systematic and careful study of the lessons assigned. Students shall be in their rooms by 8:30 and shall retire by 10:30 p. m.

Men students and women students are not allowed to room at the same house. This includes men roomers other than students.

All social functions of the school must be chaperoned, and such chaperoning must be approved by the dean of women prior to the date of such social function.

Students, while in the building, and not in classrooms, must remain in the library during the vacant recitation, unless excused by the president.

Chapel exercises will be held each day during the term. All students are required to be present at these exercises, unless excused by the president.

No student shall engage in dancing while a member of the Oregon Normal School except in the normal gymnasium or in the home of a member of the faculty; *provided*, that this shall not apply to a student when at home during vacation.

PUBLIC LECTURES AND ENTERTAINMENTS

Students have the privilege, at cost, of attending a fine course of lectures, concerts and entertainments each year. These courses are sold at a low price in consideration of their merit. There is no better arrangement anywhere than is found possible to maintain here, so that the educational advantages are greatly increased. The following lectures and entertainments have been given during the year 1918-19:

Picture Shows—"The Kaiser"; "The Doll's House"; "Treason"; "Under Four Flags"; "Skinner's Dress Suit"; "Les Miserables"; "The Make-Believe Wife"; "The Passing of the Third Floor Back"; "Shoulder Arms"; "America's Answer"; "Mickey"; "Seven Keys to Baldpate"; "Mrs. Wiggs of the Cabbage Patch"; "Little Woman"; "Resurrection"; "The Red Lantern"; "Son of Democracy"; "Mirandy Smiles"; "Hearts of Humanity"; "Under the Greenwood Tree"; "Daddy Long-legs."

Lecture Course Numbers, September 16 to August 1—Private Peat in "Reminiscences of the War"; Dr. Allan Abbott, Columbia University, in "Poetry for Pleasure"; Dr. Richard E. Burton, University of Minnesota, in "Mark Twain"; Mr. Samuel Lancaster, Highway Engineer, in "The Columbia Highway"; The Apollo Club, Salem; Miss Gay Zenola McClaran, in "Bought and Paid For"; Strickland Gillilan, in "Sunshine and Awkwardness"; Arthur Walwyn Evans, in "What America Means to Me."

Speakers Outside of the Lecture Course—Mrs. Mayannah Woodward Seeley, Chairman of Committee on Students' Work, Woman's Board of Missions of the Presbyterian Church of U. S. A.; Principal Hopkins Jenkins, Jefferson High School, Portland; Miss Cornelia Marvin, State Librarian, Salem; Senator S. P. Huston, Portland; Mrs. Sarah A. Evans, ex-President of the State Federation of Women's Clubs; Superintendent J. A. Churchill, Salem; C. W. Boetticher, Superintendent of Public Schools, Albany; Dr. Margaret Nordfelt, New

York City; W. C. Alderson, County Superintendent of Multnomah County; Senator C. H. Thomas, Medford; Mr. Wm. F. Woodward, Portland; Geo. W. Hugg, Superintendent of Public Schools, McMinnville; Principal H. H. Herdman, Washington High School, Portland; Dr. John H. Boyd, Pastor of First Presbyterian Church, Portland; Judge C. B. Watson, Ashland; Dr. F. A. Winship, Editor Journal of Education, Boston, Mass.; R. L. Kirk, Superintendent of Public Schools, The Dalles; Professor J. B. Horner, History Department, O. A. C., Corvallis; Judge Wallace McCamant, Portland; Dr. W. W. Willard, Pastor First Congregational Church, Portland; Major John W. Williams, Eugene; Mr. Edgar B. Piper, Editor Oregonian, Portland.

LITERARY SOCIETIES

There are three literary societies at the normal: One, the Normals, for the men; two, the Vespertines and Delphians, for the women. The society work is both enjoyable and beneficial. There are two aims in the work: First, to do work that will assist in developing the powers of the students; and second, to give the student some ideas which he may use in forming programs of his own.

To meet these ends the work is necessarily varied in character. This year patriotic features have formed an important part of many programs and have been the inspiration for several entire evenings. In addition to this the usual readings, debates, impromptu speeches, current events, book reviews, talks, musical numbers, drills, folk dances, etc., have been given, thus giving the student valuable suggestions for making a well-rounded program.

NORMAL UNITS

A normal unit is a subject running one year, five times a week, with recitations not less than forty-five minutes in length. Normal units required to complete the several courses are as follows:

(a) *Standard Normal Course*: Ten units above the completion of a four-year high school course.

(b) *Elementary Course*: Five units above the completion of a four-year high school course.

There are two ways of securing admission to the school: First, by credentials; second, by examination.

ENTRANCE REQUIREMENTS

The minimum requirements for entrance to the Oregon Normal School shall be the completion of the fourth year of a standard four-year high school, or the equivalent.

NORMAL CREDITS

How Credentials May Be Accepted: Normal units are accredited on credentials for admittance to the school as follows:

1. Graduates of standard normal schools or of colleges or universities will be graduated from the Oregon Normal School after residence work of one year. In case the accepted credit includes at least one and one-third units in education, such graduates may be graduated from the Oregon Normal School after residence work of two terms. Students who have completed other institutions' work equal to that required in the Oregon Normal School, but who are not graduates, are required to do one year's residence work before graduation; such residence work must include the last term immediately preceding graduation.

2. The graduates from full-course Oregon normal schools prior to September 1, 1911, twenty-two and two-thirds units above the eighth grade will be granted; *provided*, that in such cases no additional credit will be given for teaching experience.

Holders of state diplomas or state life certificates may be graduated from the Oregon Normal School after residence work of one year; *provided*, that in such cases no additional credit will be given for teaching experience.

3. To credentials from other states, on the same basis as those from Oregon.

Credit for successful teaching may be given as follows:

For thirty months of successful teaching one unit of credit may be given if student demonstrates in her practice teaching that her experience was worthy of such recognition.

Teachers of sixty or more months' experience who hold a valid five-year state certificate (which will not expire for at least two years) may be given sixteen units above the eighth grade and will be graduated from the standard course only after two years of satisfactory residence work.

The foregoing rules will be applied hereafter in substitution for all rules previously in force on these subjects.

SPECIAL PROHIBITIONS

1. No student may graduate until all required subjects are completed.

2. No credit for summer school will be allowed if such credit will permit the student to graduate before the end of a term or summer school.

3. Credit will not be allowed for more than four summer schools, and not more than five-sixths of a unit may be made in any one summer school.

4. Only one and two-thirds units can be made in summer schools, taken after one has to his credit twenty-two and two-thirds units in the Oregon Normal School.

5. No student shall be allowed to take more than one and two-thirds credits during any one term toward graduation.

6. No credit for correspondence work done in other schools will be given unless such work is approved by the head of the department concerned.

7. *Since the plan of the school work has been changed from that of the semester to the twelve-week term, no credits will be allowed unless the student is in attendance at the beginning of the term.* Proportional credit will not be allowed as formerly for less than twelve weeks' attendance.

8. No student shall receive credit for more than twenty-five hours any one term and shall not take more than thirty hours (including activities); *provided*, that students doing practice teaching shall not take more than twenty-five hours (including the practice teaching).

All students are required to take two hours per week of athletic activities.

9. Examination for advanced standing are permitted in the case of work claimed to have been done elsewhere for which satisfactory credentials are not submitted.

10. The normal school endeavors to give just credit for all scholarship which the applicant may possess.

The school reserves the right at any time to require a student who is notably deficient in subject-matter to make up such deficiency before pursuing further his normal course.

11. Every person before being admitted to the school will be required to sign a statement that he or she intends to teach in the public schools of Oregon.

COURSES OF STUDY

A. Standard Normal Course:

(a) *Requirements:* The minimum requirements for entrance to the Oregon Normal School shall be the completion of the fourth year of a standard four-year high school or the equivalent.

(b) *Graduation:* The completion of two years' work, including a thorough review of the common branches, and training in the practice school.

(c) *Certification:* The superintendent of public instruction shall issue certificates to graduates from the standard normal course as follows:

1. A one-year state certificate shall be issued without examination, upon application, to graduates of standard normal courses, authorizing them to teach in any grammar school or in any one-year, two-year, or three-year high school in Oregon.

2. The holder of a one-year state certificate, issued in accordance with the provisions of paragraph 1, shall, after six months' successful teaching experience in this state, and upon the recommendation of the county superintendent of the county in which the applicant last taught, receive a five-year state certificate without examination, authorizing him to teach in any grammar school or in any one-year, two-year, or three-year high school in Oregon.

3. The holder of a five-year state certificate, issued in accordance with the provisions of paragraph 2, shall, after thirty months' successful teaching experience in this state, and upon the recommendation of the county superintendent of the county in which the applicant last taught, receive a life state certificate authorizing him to teach in any grammar school, or in any one-year, two-year, or three-year high school in Oregon; *provided*, that he shall receive a life state certificate authorizing him to teach in any of the schools of this state upon the completion of two years' work in a standard college or university; *provided*, that if, at any time, the course of study of the Oregon Normal School meets the requirements of standard colleges, then the graduate of the standard college course of the Oregon Normal School shall receive a life state certificate entitling him to teach in any school in this state.

The holder of a one-year state certificate, or a five-year state certificate, or a life state certificate, secured in accordance with the provisions of this section is authorized to act as a city superintendent of schools of any city in this state.

B. Elementary Course:

(a) *Entrance Requirements:* Same as for Standard Course.

(b) *Course Comprises*, in the main the work of the junior year, except that one-third of one unit must be made in rural school problems; student must also have taught satisfactorily for at least three weeks in one of the rural training school centers.

(c) *Certification:* Upon the satisfactory completion of the elementary course a one-year state certificate will be issued without examination, upon application, by the superintendent of public instruction; which certificate shall be renewed after six months of successful teaching experience in Oregon and upon the recommendation of the county superintendent of the county in which the applicant last taught.

C. Special Courses:

(a) *Entrance Requirements:* Same as for Standard Course.

(b) *Certification:* The Superintendent of Public Instruction will grant special certificates to those completing the special two-year courses in Drawing, Music, and Physical Training. These certificates entitle the holder to teach these subjects either in elementary or all high schools and to supervise such subjects in such schools. He also will issue to graduates of the special four-year course in Household Economy a certificate to teach that subject in elementary schools and in one, two, and three-year high schools.

All the above certificates are issued on graduation for a period of one year. After six months of successful teaching and upon recommendation of the county superintendent a five-year certificate is issued. After thirty months of successful teaching and upon recommendation of the county superintendent a life certificate is issued.

ORGANIZATION

The Oregon Normal School is organized for financial purposes into three terms of twelve weeks each, and for instructional purposes into three terms of twelve weeks each; and, also, a summer term of six weeks. The term organization makes it possible for a student to enter the school regularly three times a year.

All courses are five hour courses, unless otherwise indicated.

OREGON NORMAL SCHOOL

TABULATED VIEW OF CURRICULUMS

BASAL COURSES AND CREDITS REQUIRED OF ALL TWO-YEAR STUDENTS

| | | | | | | | |
|-----------------------------|-----|---------------------------|-----|-------------------------------|-----|--------------------------------------|-----|
| Educational Hygiene 2 | 1/3 | Library Methods 1 | 1/3 | Observation 4 | 1/3 | Practice 6 | 1 |
| Public Speaking 5 | 1/3 | Psychology 5 | 1/3 | Arithmetic (Academic) 1 | 1/3 | Drawing Fundamentals 1 | 1/3 |
| Sociology 5 | 1/3 | School Management 2 | 1/3 | Composition 8 | 1/3 | Music Fundamentals 1 | 1/3 |
| Writing 1 | 1/3 | General Methods 3 | 1/3 | General Science 6 | 1/3 | Physical Education Methods 3-4 | 1/3 |

TOTAL UNITS OF BASAL CREDITS REQUIRED—6

| PHYSICAL TRAINING SPECIAL | PRIMARY SPECIAL | ADVANCED SPECIAL | RURAL SPECIAL | MUSIC SPECIAL | DRAWING SPECIAL | HOUSEHOLD ECONOMY SPECIAL |
|--|--|---------------------------------|--|---|-------------------------------|---|
| Physiology 1 1/3 | Professional Reading 8 1/3 | Professional Grammar 3.... 1/3 | Rural Problems 7 1/3 | Fundamentals 2 1/3 | Fundamentals 1 1/3 | Cooking Fundamentals 1.. 1/3 |
| Playground Supervision 7 } 1/3 | Dramatization and Story Telling 1 1/3 | Professional Reading 6.... 1/3 | Agriculture 2 or Nature Study 1 1/3 | Primary Methods 3 1/3 | Primary Grades 2 1/3 | Cookery Advanced 2 } 2/3 |
| Playground Games 8..... } 1/3 | Professional Arithmetic 2.. 1/3 | Professional Arithmetic 3.. 1/3 | Professional Arithmetic Primary 2 or Advanced 3 1/3 | Advanced Methods 4 1/3 | Grammar Grades 3 1/3 | Elementary Dietetics 2.. } 2/3 |
| Physical Tests 5 } 1/3 | Professional Language 2.... 1/3 | Professional History 2..... 1/3 | Professional Language 2 or Professional Grammar 3 1/3 | Music Material 5 1/3 | Advanced Grades 4 1/3 | Rural Problems 3 1/3 |
| First Aid 6 } 1/3 | Music I 1/3 | Professional Geography 5.. 1/3 | Professional History Primary 1 or Advanced 2 1/3 | Study of Child Voice 6 1/3 | Design and Appreciation 5 1/3 | Housewifery and Sani- tation 4 1/3 |
| Festivals and Pageants 9.. } 1/3 | Drawing II 1/3 | Professional Physiology 1.. 1/3 | Professional Geography Primary 4 or Advanced 5 1/3 | Art of Conducting 7 1/3 | Mechanical 6 1/3 | Household Management 5.. 1/3 |
| Folk Dancing 10 } 1/3 | Professional Geography 4.. 1/3 | Civics 4 1/3 | Physiology 1 1/3 | History of Music (a) 8.... 1/3 | Hand Work 7 1/3 | Sewing Fundamentals 6... 1/3 |
| Gymnasium Practice 11 2/3 | Hand Work 7 1/3 | Agriculture 2 1/3 | State Course of Study 3.... 1/3 | History of Music (b) 9.... 1/3 | Methods 8 1/3 | Advanced Sewing 7 } 1/3 |
| Handwork (Drawing) 7.... 1/3 | Games 8 1/3 | Music II 1/3 | Domestic Science 1 1/3 | Appreciation of Music 10.. 1/3 | Electives 1 1/3 | Garment Making 7 } 1/3 |
| Music Material 5 1/3 | Electives 1 | Drawing III 1/3 | Rural Sociology 8 1/3 | Elementary Harmony and Ear Training 11 1/3 | | Electives 1 1/3 |
| Dramatization and Story Telling 1 1/3 | | Electives 2/3 | Practice Teaching 12 | Practice Teaching 12 | | |
| Electives 1 | | | Electives 2/3 | Electives 2/3 | | |
| Total 4 | Total 4 | Total 4 | Total 4 | Total 4 | Total 4 | Total 4 |

TOTAL UNITS OF CREDITS REQUIRED FOR GRADUATION—10

A NORMAL UNIT IS A SUBJECT RUNNING ONE YEAR FIVE TIMES A WEEK AND RECITATIONS NOT LESS THAN FORTY-FIVE MINUTES IN LENGTH



CORNER IN ART DEPARTMENT

DRAWING

Drawing 1. *Fundamental; Theory of Color; Nature Study; Object Drawing.*—The fundamental principles of representation; methods of presentation and handling of mediums. Mediums: Pencil, watercolor, crayola.

Drawing 2. *Primary Grades.*—Prerequisite, Drawing 1; Theory of Color, applied; Nature Study; Object Drawing; Industrial Art. All subject-matter and projects presented from the standpoint of grades 1-4, inclusive. Mediums: Paper tearing and cutting, crayola, watercolor, handwork.

Drawing 3. *Grammar Grades.* Prerequisite, Drawing 1; Theory of Color, applied; Nature Study; Object Drawing; Industrial Art. Mediums: Crayola, watercolor, pencil handwork. Perspective introduced. Light and shade in pencil and crayola.

Drawing 4. *Advanced Grades.*—Prerequisite, Drawing 1. This course carries technical points farther, and provides additional study preparatory to high school teaching and supervisory work.

Drawing 5. *Design and Appreciation.*—Prerequisite, Drawing 1. Fundamental principles of Art Structure applied in line, dark and light, and color. Application: Decorative problems.

Drawing 6. *Mechanical Drawing.*—Use of T-square and triangles presented. Setting up plates presented. Working drawings of objects of two and three dimensions applied through knife work.

Drawing 7. *Handwork.*—Prerequisite, Drawing 1. This course provides suitable material for seat work. Teaches the

utilizing of crude material and offers suggestions for relating the work of the school to that of the industrial world.

Drawing 8. *Methods*.—Prerequisite, Drawing 1. A class for those who need farther study of methods of handling mediums, organization of materials, and courses of study in art.

EDUCATION

Education 1. *City School Administration*.—This course is designed to meet the needs of those who wish to fit themselves for supervisory positions in villages or city schools. Among the topics discussed are the relation of the supervisor to his community, corps of teachers, school children, school board. His legal and professional rights and duties. How to organize and manage a city system of schools and a grammar school. How a course of study may be formulated and administered. How rules and regulations may be made, adopted and executed. This course should be helpful to those who expect to be principals, superintendents or supervisors.

Education 2. *School Management*.—This course is intended primarily for students who are preparing for classroom teaching, especially in the elementary grades. Special emphasis will be placed on the mastery of the technique of schoolroom organization and management; the daily program; the relation of the teacher to her principal, fellow teachers, pupils, school board, and community.

Education 3. *General Method*.—This is the basal course for all method work. It should be taken up as early as possible. It consists of a study of the most fundamental principles of instruction. It is based upon lessons with children in the training school. Work is presented orally. Junior year; credit $\frac{1}{4}$.

Education 4. *Observation*.—A course in the application of work in general method to classroom teaching in the training school. Students learn to use an instruction score card. Planning of lessons and their criticism stressed. Presented orally. General method required. Senior year; credit $\frac{1}{4}$.

Education 5. *Psychology*.—A course in general psychology aiming to give students a training in the laws governing mental activity and a discussion of the various mental processes. The subject will be treated from the physiological and functional standpoint. Applications of the study to teaching will be emphasized.

Education 6. *Practice Work*.—The practice work is regarded as the high point of the student's training career. Here it is that he tries to realize his theory of instruction. Each student is afforded a period of twelve weeks, half-day

sessions, in which to do this work. As far as possible he is given his choice of grade of children. He has a competent critic teacher to aid him in realizing his theories. Practice work comes regularly during the last half of the senior year.

Education 7. *Rural School Problems and Teaching the Common Branches.*—To aid the teacher in mastering the principles underlying the problems of the one-room country school is the purpose of this course. How to cooperate with the superintendent, supervisor, school board, parents; how to make a good daily schedule, alternate classes without loss of time, combine classes without injury to the individual, conduct morning exercises, evening entertainments; how to arrange study periods, provide seat work, prevent absences, tardiness, select and direct games, and methods of presenting subjects in rural schools constitute the work in this course.

The aim of the second part of this course is to review the common branches and the general methods of teaching them.

Education 8. *Rural Supervision.*—The rural supervisor is "the missing link in education" discovered. His opportunity and therefore his responsibility is to organize rural education; to take weak, inexperienced teachers and make of them strong and efficient educational leaders; to bring to the rural community, poor in wealth and social opportunity, help, information, direction and inspiration. To aid the rural supervisor in understanding his problems and to prepare him to meet and solve them is the purpose of this course.

Education 9. *Rural Sociology.*—This course is designed for those who are interested in rural school work, and who wish to study the social economics of the country.

Education 10. *Rural Economics.*—The aim of this course is to study the economic status of the rural life of the nation and the state and to observe the resultant social condition. When these are discovered, then they are interpreted in terms of the rural school. The rural school is a social unit and a business factor in the rural community. For the school to measure up to its possibilities it must work along social and economic lines. It is, therefore, necessary for the teacher to have this knowledge and viewpoint if she would do the most effective work.

ENGLISH

English 1. *Dramatization and Story-Telling.*—The purpose of the course is to give the students a working knowledge of the fundamental principles of story-telling and the schoolroom uses of the story. Some time is devoted to the selection of material and bibliographies of stories adapted particularly to certain grades are made.

English 2. *Professional Language*.—The course is designed to give the student a practical knowledge of methods of presenting various phases of the language work required in the lower grades.

English 3. *Professional Grammar*.—This course is designed to give the student a practical knowledge of the methods to be used in teaching oral and written English in the fifth, sixth, seventh and eighth grades. Continual use is made of the texts "Oral and Written English." Books one and two, the state texts, in this subject.

English 4. *Current Literature*.—The course is designed to help the individual in his classification and selection of present-day reading matter. The time is divided as evenly as possible among current poetry, essays, novels, plays, and short stories.

English 5. *Public Speaking*.—The principles of presentation and delivery of speeches, introductions and addresses for public occasions. Fundamentals of physical expression, emphasis, force, appeal, persuasion, melody, rhythm and tone color. Actual experiences in speaking. Text—Kammeyer: Principles and Practice of Public Speaking.

English 6. *Professional Reading*.—A study of the principles and methods of teaching reading in the grades. Observation in the training department of model lessons. The course is a progressive one—methods and principles of fifth and sixth grade reading, the first quarter; of seventh and eighth grade reading, the second and third quarters, each; of the third and fourth grades, the fourth quarter. Texts—The State Text Books.

English 7. *Composition*.—This course is designed to give the student such training as he needs in the organization and expression of thought. The emphasis is put on clearness, simplicity and forcefulness with some attention to the most notable qualities of English prose style. Models from contemporary as well as classic writers are used.

English 8. *Primary Reading*.—It is the aim of this course in primary reading to lead students to recognize the importance of, and difficulties attached to, the teaching of reading in the primary grades. To trace with students the history and development of reading methods up to the present time, and to acquaint them with the best materials and methods now in general use in the best school systems, based upon child psychology and good pedagogy.

Special stress is given to plans and methods for carrying out the state course of study in reading by means of practical demonstrations conducted in class, followed by the actual teaching of lessons by students under competent supervision.



MAY DAY PROCESSION

HEALTH AND PHYSICAL EDUCATION DEPARTMENT

The department aims to further the growing conception which recognizes the maintenance of health as the basic concern of schools. It seeks to accomplish its purpose through giving the students, by means of conferences, physical examinations, lectures, readings, observation and exercise, a body of knowledge and of working principles applicable to their own needs and to those of their future pupils.

Opportunity is offered to those who desire to begin specialization work as a playground director or physical education instructor. In consequence the following courses are maintained:

Health and Physical Education 1. *Physiology*.—A five-hour course: (a) presenting the essential facts of human physiology and hygiene, and (b) considering the fundamental topics and methods for instruction in the elementary grades.

Health and Physical Education 2. *Educational Hygiene*.—This five-hour course is concerned with the problems of health work in the schools and strives to develop a realization of the relation between health and education and the responsibility of society, parents and teachers for conditions which may lessen efficiency.

Health and Physical Education 3. *Primary Methods in Physical Education*.—A five-hour course designed for those students specializing in primary grade work. The course provides methods and materials dealing with story plays, action songs, singing games, rhythmic movements and playground activities.

Health and Physical Education 4. *Advanced Methods in Physical Education*.—A five-hour course designed for those



TRAINING SCHOOL PHYSICAL TRAINING

students specializing in intermediate and upper grade work. The course deals with (a) activity—discovering its natural forms modifying these for schoolroom practice, habituating their use—noting physiological effects; (b) posture training—methods, devices, and helpful exercises; (c) playground supervision—games, athletics, self-testing stunts, contests.

Health and Physical Education 5. *Physical Efficiency Tests*.—This three-hour course is designed especially for students specializing in physical education. It endeavors to train the student (a) to be able to denote physical defects in school children for the purpose of bettering their condition; (b) to take measurements relative to growth and vitality, to study the physiology of exercise and its application in children's plays and games.

Health and Physical Education 6. *First Aid*.—This two-hour course is confined in its scope to schoolroom and playground needs. It seeks to train the student to meet the responsibility of caring for injuries and emergency conditions which may arise.

Health and Physical Education 7. *Playground Supervision*.—A three-hour course dealing with (a) the values of the playground and the play period, the types of activities for school or city playgrounds, the problems and duties of the playground director.

Health and Physical Education 8. *Playground Games*.—This two-hour course, which may be substituted for one term of gymnasium practice, is devoted to the playing of games which have been tested out and found to be of most lasting interest to children. The games are grouped according to their form and according to their suitability for different ages.



MAY DAY FESTIVAL

Health and Physical Education 9. *Festivals and Pageants.*—This three-hour course is designed to aid the student in planning special day programs by helping to find sources of material, by teaching how to build a program, by developing a power of selection and by giving the underlying principles of pageant making. Each member of the class is expected to write a simple pageant.

Health and Physical Education 10. *Folk Dancing.*—This two-hour course may be substituted for one term of gymnasium practice. It is arranged to give a usable knowledge of fundamental “steps,” and related musical structures, and their application in characteristic national folk dancing.

Health and Physical Education 11. *Gymnasium Practice.*—Six courses are offered. All students are required to take exercises in the gymnasium during the entire course, except when doing practice teaching. The purpose of the work is two-fold: (a) To preserve and enhance the good physical condition and bodily control of the student through her own efforts under the supervision of the instructor; (b) to provide her with material and methods to carry on the work in the school in which she may teach. The means used include: (a) Postural exercises, club swinging, wand and dumb bell drills, marching, relay races, suspension exercises on horizontal ladder and rings, rope climbing, and rhythmic movements; (b) ball games—basketball, swat ball, valley ball, indoor baseball, dodge ball, end ball, etc. In addition to the regular gymnasium work each student is expected to take a certain amount of out-of-door exercise. Three tennis courts are maintained.

Gymnasium Suits.—All students are required to dress in a suitable manner for gymnasium work and must provide them-



GYMNASIUM PRACTICE

selves with: (a) For women—full black serge bloomers, a black blouse or white middie and tennis shoes. (b) For men—gray trousers, gray one-quarter sleeve Jerseys and tennis shoes.

Note.—The above described costumes are desired but other costumes which a student already possesses will be allowed.

HISTORY

History 1. *Professional History, Primary*.—In this the State Course of Study is followed. The work is developed with the idea of as much adaptability as is possible to similar stories and setting of today; it is planned to make this instructional as well as suggestively inspirational. This covers the first four grades.

History 2. *Professional History, Advanced*.—Still keeping in mind the State Course of Study, the work for the upper grades is based on the text; but it is correlated to our national and international of today. The belief is held that here lies an excellent opportunity to bring before the pupils the working application of a principle used in the past, and with or without modification, to be used today, constantly keeping in mind the absolute necessity of thoroughly impressing the doctrines of loyalty and patriotic devotion, the essence of Americanism.

History 3. *Oregon System*.—The plan is to give the student a working practical knowledge of Oregon laws as applied to voting, taxes and civic affairs of cities, etc. A brief study of early Oregon history is made.

History 4. *Civics*.—The purpose here is to create a lasting and an intelligent interest in national and international life of the citizen. Issues are raised and discussed; comparisons are studied as well as causes are traced. The effort is to reach

the elementary schools in a practical way. Study of editorials is encouraged.

History 5. *Sociology*.—The purpose of this course is to show the close connection between the problem of sociology and civics and, as far as practicable, a study is made of the larger problems from the viewpoint of understanding the principle involved, and the student is urged to do as much research work as possible.

HOME ECONOMICS

The aim of the course in home economics is two-fold. Owing to the growing demand for trained teachers in this field it is the purpose of this course to train the teacher that she may teach cooking and sewing and the related subjects in the grades. Secondly, to give the teacher a broader knowledge of home economics which she can use in her own experience, thereby making more intelligent homemakers and better women citizens.

The following courses are offered:

Home Economics. *Cooking Fundamentals*, 1/3 Unit.—This course is especially for those training for grade work in the city schools and takes up work suitable for the eighth grade, giving subject-matter as well as technique. Teaching points and methods are emphasized. The aim in this course is to give the fundamentals of good cooking worked out on the meal basis. It gives a general working knowledge of simple foods, their selection and preparation, correct combinations of these foods in a meal, and the serving of the meal. This course, or equivalent work in an accredited high school, is required of those specializing in home economics.

Home Economics 2. *Advanced Cooking and Dietetics*, 1/3 Unit.—Course 1, or equivalent work in an accredited high school, is the prerequisite of this course. Required of those specializing in home economics. This course gives additional subject-matter in nutrition, food values, and combination of foods in a balanced meal, as well as methods of presentation.

Home Economics 3. *Rural Problems*, 1/3 Unit.—This course is required of all those preparing for rural teaching. It deals with the problems peculiar to rural conditions. Special emphasis is given to the hot lunch problem, its installation and manipulation. The fundamentals of good cooking and a knowledge of the selection, preparation, combination and serving of a simple meal are emphasized. The boys' and girls' club projects are considered as well as the appreciation of the questions of economy, conservation and hygiene connected with the home.

Home Economics 4. *Housewifery and Sanitation*, 1/3 Unit.—Required of those specializing in home economics. Care of

the house and its equipment, laundering, sanitation of the schoolroom, the school yard and the home, and the use of labor-saving devices are considered in this course. The student is enabled in this to select from material given the theory and practice best adapted to needs of children to be taught, and to correlate it with other subjects in the curriculum and with the interests of the homes and the communities.

Home Economics 5. *Household Management, 1/3 Unit.*—Required of those specializing in home economics. Functions of the home, needs of family, efficiency methods, division of income and personal budget work on the basis of family income are emphasized in this course. The study of the home life, its ideals, hospitality, service in the home and the relation of the individuals of the family to the community is made. Care of the sick, babies and old people in the home, as well as personal hygiene is included in this course. Special application of this work as it is given in the grades is made.

Home Economics 6. *Sewing Fundamentals, 1/3 Unit.*—This course takes up work suitable for the fifth, sixth and seventh grades, giving both technical work and subject-matter which will be needed in teaching this work. Simple garments as underwear, gowns and repairing and care of clothing constitute the work, emphasizing choice of materials, suitability, economy and personal hygiene as related to the home. Required of those specializing in home economics.

Home Economics 7. *Advanced Sewing, 1/3 Unit.*—Course 6 is the prerequisite of this course. Additional practice and subject-matter is given. Such garments as underwear and simple dresses make up the practical work. More attention is given to textile study, economy, hygiene and art in the solution of clothing problem. Required of those specializing in this work.

Home Economics 8. *Simple Costume Design, 1/3 Unit.*—Courses 6 and 7 are prerequisites of this course. More advanced problems are included in this, giving special emphasis to design and the execution of garments from these designs, making a study of color, lines and selection of materials and trimmings for these garments from the point of view of adaptability, durability and hygiene. Required of those specializing in home economics.

LIBRARY METHODS

The aim of the library methods work is: To train teachers to use libraries intelligently; to care for the school libraries provided for under the Oregon school library law; to teach the principles of book selection and buying; to establish a

wider knowledge of children's books by actual examination and reading.

Library 1. A course of five lectures required of all entering students. The main idea is to make the students at home in the library. The work is given during the first two weeks of each semester and covers the following: Rules and regulations; classification and arrangement of books; use of the card catalog; magazine indexes; reference books; investigating a subject in the library; work of the Oregon state library, etc.

Library 2. This course is required of all students before they graduate from the normal. Three periods each week are devoted to the technical side of the work and two to the study of children's books. Each lecture in the technical part of the work is followed by a practice period in which some problem is worked out. Some of the topics taken up are as follows: Classification and arrangement of books; card catalog; printed parts of a book; United States, state, city and other free publications; book buying; preparation of the books for the shelves; charging system; binding and repair; Oregon school library law; the work of the Oregon state library; cooperation between school and library; etc.

The children's books are taken up in groups, reported on and discussed by the class. Practically all of the books reported on are taken from the state list, thus making students familiar with that list.

During the semester several library lessons are given in the training department by members of this class, usually by those doing language work in the grades.

Library 3. There is an opportunity each semester for a few students to do library practice work. This course is open to students having had Course 2, and from those applying a careful selection is made, as we can take only five or six each semester. No credit is offered for this work since the students applying usually have some definite object in view. The student assistants for the normal school library are chosen from this group, while some are planning to get work in other libraries or to become school librarians.

Library work is emphasized by all departments throughout the entire course by required and supplementary reading. This is especially marked in the story-telling work and in the advanced literature classes taking up the present-day writers. The current events classes conducted by the history and English departments assure the wide use of the magazines, newspapers and magazine indexes provided.

Miss Cornelia Marvin, state librarian, delivers lectures from time to time upon the work of the state library and other subjects pertaining to library work.

MATHEMATICS

Mathematics 1. *Arithmetic; Subject-matter Course*.—A systematic presentation of the facts and principles of arithmetic, with especial emphasis upon the more difficult topics usually studied in our public schools. The aim is to give students a working knowledge of arithmetic as used in the industrial and commercial world.

Text: Higher Arithmetic, Stone-Millis.

Mathematics 2. *Professional Arithmetic, Primary*.—This is primarily a course in methods, covering the work of the first five grades of our public schools as outlined in the state course of study. Methods are illustrated by observation work in the training school.

Mathematics 3. *Professional Arithmetic, Advanced*.—This course covers the work of the sixth, seventh, and eighth grades of our public schools as outlined in the state course of study. Subject matter is studied mainly for the purpose of illustrating methods. Work is observed in the training school.

Mathematics 4. *Algebra*.—Two aims in the course: (1) A review of the subject matter of elementary algebra; (2) a presentation of methods of teaching the subject in junior high school classes.

Mathematics 5. *Plane Geometry*.—Two aims in the course: (1) A review of the subject matter of plane geometry; (2) a presentation of the methods of teaching the subject in junior high school classes.

MUSIC

Music 1. *Fundamentals*.—This deals with the very rudiments of vocal music, and requires no previous training. It consists of the cultivation of the ear, the voice, the beginning of sight-singing, and the acquiring of the elements of theory. The course covers the work of the first four grades. It is a prerequisite for Primary Methods and Fundamentals 2.

Music 2. *Fundamentals*.—This is a continuation of Course 1 and a prerequisite of upper grade methods. The work covered is that of the fifth, sixth, seventh, and eighth grades.

Music 3. *Primary Methods*.—This course presents appropriate song material and modern methods of presenting music in the first four grades of the public schools.

Music 4. *Advanced Methods*.—This course presents appropriate song material and modern methods of presenting music in the fifth, sixth, seventh, eighth grades, and high school chorus.

Music 5. *Music Material*.—This course aims to acquaint the students with song material for the grades, high schools, or community chorus.

Music 6. *Study of the Child Voice*.—The study of the child voice before adolescence, the changing voice, and the adult voice, will be considered. Testing children's voices and assigning to parts follows this.

Music 7. *Art of Conducting*.—The problems of classifying voices, selection of material, correct use of baton, the directing of a chorus or orchestra with attention to tempo, attack, phrasing, dynamics and balance of parts constitutes this course.

Music 8. *History of Music*.—(a) This includes a survey of music among primitive people; early church music; development of musical forms and instruments; the polyphonic era.

Music 9. *History of Music*.—(b) This course is largely biographical. The musicians from the time of Bach to the present time will be considered.

Music 10. *Appreciation of Music*.—The object of this course is to awaken a real love for the best of music and to present methods for creating a discriminating taste for music in children. The development of the orchestra, opera, oratorio and other musical forms is taken up.

Music 11. *Elementary Harmony and Ear-Training*.—Study of intervals, analysis of location of triads, authentic and plagal cadences, triads and their inversion. Hearing intervals, triads, inversions, and simple cadences.

Music 12. *Practice Teaching*.—Students will be required to teach music classes under supervision in all grades, conduct training school assembly chorus and the junior orchestra.

NOTES

Applied Music.—Students taking the special music course will be required to play one instrument of the orchestra besides having special talent as a pianist or accompanist.

Orchestra for Normal Students.—Students who play instruments are urged to bring them to the normal school. A limited number of instruments can be loaned. Regular rehearsal is on Tuesday at 7:00 p. m. Any student who has moderate success with any instrument is eligible to membership. The orchestra furnishes music for various school functions.

Junior Orchestra.—The students of the training school and normal school students who are not advanced enough to enter the normal school orchestra are eligible for membership. Students may do practice teaching in this orchestra.

Glee Club.—This organization takes a prominent part in the life of the school. All who are interested are admitted

unless they are found definitely unmusical. A selection of voices is made by the director of music the second half of the year for the performance of the annual concert.

PENMANSHIP

Penmanship 1. Believing that the three R's are still fundamental in the child's education, one of them, 'Riting has been required of all students graduating from the Oregon Normal. In this course method of teaching and the subject-matter are equally stressed. The work is regularly sent for criticism to the Portland office of the A. N. Palmer Co. Students are urged to work for the teachers' certificate offered by that company. Already numbers of them have received the same. In this class model lessons are presented and discussed, after which the class is divided into groups and each pupil given opportunity to teach. The Palmer Method Booklet is used in this work.

SCIENCE

Science 1. *Nature Study*.—In this course the main purpose is to stimulate keen observation of the great out of doors. The subject-matter covered is the same as that of the lower four grades in geography. For example an extensive study of the conditions which bring rain, frost, etc., is indulged in. At all times the instructor aims to so present the work that the student might be able to teach the same in his own school. To this end method and subject-matter are equally stressed. This is one of the courses required toward graduation and may be substituted by the course in agriculture.

Science 2. *Agriculture*.—Davis' Productive Farming, the text used in the grades is studied with the idea always in mind that the mode of procedure followed is to furnish the student with devices for presenting this subject in the grades. Model lessons are presented, and criticised. The students also present lessons. Farms nearby together with a well equipped laboratory help to make this subject real. Agriculture is on the required list toward graduation and can be substituted only by nature study.

Science 3. *Biology*.—This course is required only of students who did not avail themselves of the biology offered in their several high schools. The reason for requiring it of all others is simple. We feel that no other science lays the foundation for psychology quite so well as does biology. Only the large ideas can be stressed in so short a course. Here again our laboratory facilities help materially. Hunter's Civic Biology is the text studied.

Science 4. *Professional Geography, Primary*.—The work in geography as taught in the first four grades will be the subject matter covered in this course. Fairbanks Home Geography will be made the subject of considerable study. Model lessons will be presented and the student given opportunity to teach. One or more observation lessons with children from the training school will be included in this course.

Science 5. *Professional Geography, Advanced*.—This course will be run on the same general plan as professional geography, primary, with this difference, the work covered will be from the fifth grade to the seventh inclusive; and Tarr and McMurray the basis of study.

Science 6. *General Science*.—The object of this course is to introduce the prospective teacher to the simpler phenomena of nature somewhat after the manner that she will have to present the same to her pupils. The course will consist in classroom work supplemented by field and laboratory. Numerous experiments will be presented illustrating the manner of presentation used in the grades. As this course is a fundamental it is required of all entering juniors.

TRAINING SCHOOLS

The normal has been most fortunate in being able to secure all the elementary children (nearly five hundred) of Monmouth and Independence for practice work. These are used for training for teaching positions in graded schools.

In addition to these the normal has secured all the elementary children of the rural schools of Elkins, Mountain View and Oak Point for practice work. The work done in these schools is planned to fit students for teaching in rural schools.

These schools provide the normal school with practice school facilities second to none on the Pacific Coast.

The purpose of the training school is to educate children. This is the supreme purpose of the school and nothing will be permitted that interferes with this. It serves as a model school in which to observe the best teaching for the purpose of seeing what it has that will be helpful to the student-teacher. It gives an opportunity to note the application of the principles of education upon which all good teaching is based. It also enables the student-teacher to have sufficient teaching experience under experienced instructors as shall form correct teaching habits and give such mastery of those educational principles as will insure future growth.

To secure these, each student is required to observe and teach throughout the last year of his course under conditions which duplicate in all essentials those found in the public

schools of the state. No one is allowed to graduate who has not passed this test and been found capable in discipline and efficient in instruction. The school is maintained jointly by the state and the local school district. It is supplied with a principal and four critic teachers.

The heads of the departments of music, art and physical education, agriculture and domestic art have full charge in the training school of the work of their respective departments. The training school is an actual public school, composed of pupils under the usual conditions and with the usual problems to be found in public schools so that the experience gained there is of direct and all-around value in the preparation of the student for future work.

The course of study is the same as that prescribed for the state of Oregon, with such enrichment as is possible under favorable environment, with liberal equipment, and with a strong staff of teachers and supervisors.

The aim of the training school is not to be different from the public schools, but to be like the best of them. A consistent and firm adherence to this ideal, it is firmly believed, will at the same time best conserve the interests of the children in the school, and furnish to the students of the normal a most adequate preparation for their work. As has been before intimated, the normal school will endeavor to help solve the "Rural School Problem" by making it a careful study, and so adapting the work of the school as to meet the every-day working conditions of such schools.

GENERAL STATEMENT

It is hoped that this bulletin may fall into the hands of some person who is planning to go away to school and who is willing, if it is careful and thorough preparation for teaching that is wanted, to consider going to the Oregon Normal School. This institution invites thoughtful comparison with others of its kind in the excellence of its faculty and equipment, the extent and thoroughness of its course of study and methods of instruction, the splendid opportunities afforded by it and its community for quiet study and wholesome student life, its thoroughly convenient and healthful living facilities, and the unusually low cost at which all of its advantages may be had.

May I suggest to such persons that the state has provided a normal school to assist you in securing this special preparation. The school and its equipment are for your benefit. You may become a good teacher without a normal school training, but you will become a good teacher more quickly, more easily and more economically by taking advantage of the inducements offered by the normal school.

More than seven hundred new teachers are needed each year in Oregon and the normal school should supply a large part. Boards of directors and county superintendents have learned by observation and experience the value of the normal-trained teacher. I believe you will agree with me that such training will not only increase one's usefulness to her school, but will result in better positions and salaries.

The Oregon Normal School was established and is maintained for the purpose of training teachers for the schools of the state; here no one can matriculate without signing a pledge to the effect that the purpose of entering the school is to fit himself or herself for the work of teaching.

Of such person may I ask whether you have seriously considered the advisability and possibility of preparing yourself for teaching by means of a normal school? Have you thought of the pleasure to be derived from the pleasant and helpful associations with a cultured faculty and a helpful, sympathetic student body? Do you realize how much easier and more satisfactory is the certification route by way of the normal diploma than by the dull and uninteresting grind of the examination? Do you feel that it is easier to secure and retain good positions if you are able to say, "I am a graduate of a normal school?" Perhaps you are not aware of the fact that a standard normal diploma is taken in lieu of an examination for certification in more than twenty-six states. Is it not a satisfaction for one to feel that ample preparation has been made for the responsible work of teaching? Have you fully

considered the lifelong friendships that are made while pursuing the work of a normal school—friendships both of faculty and students that are valuable assets in your future work—friendships that can be secured no other way? All of these thoughts, coupled with the fact that the demand for trained teachers can not be filled, will, I am sure, cause you to think seriously of taking up work in an institution that will meet all these conditions, such as the Oregon Normal School does.

Perhaps you are saying, "I admit the facts, but I am financially unable to take such a course." May I say that we have many students who are partially making their own way while at school, and what others are doing you can do. All that is required, if you have health, is to make up your mind to take the course and then stick to it.

In order to assist you, may I enumerate some of the advantages of our school? We have a faculty of twenty-eight thoroughly trained teachers. The Oregon Normal School is the only one in the state whose sole function is the training of teachers. It offers five courses of study leading directly to state life and one-year state certificates without examination. Two well-graded public schools and three rural schools are used for training school purposes, thereby fitting our students for any grade of work. The water supplied is pure; the cost of living reasonable; and last but not least, one of the most helpful, cheerful, cooperative, sympathetic student bodies that one would wish. This is brought about from the fact that every student pledges himself or herself to become a teacher; therefore, there is one definite purpose, namely, preparing for the great work of teaching.

Perhaps enough has been said to induce you to carefully consider entering our school.

Trusting that you will become interested in the school to the extent of enrolling as one of its members, I am,

Respectfully yours,

J. H. ACKERMAN,

President.

FALL AND SPRING SEMESTER ROLL, 1918-19

- Ruth Abraham, Gaston
 Mrs. Blanche Adrean, San Springs,
 Okla.
 Ethel Ackerson, Junction City
 Odin Anderson, Troutdale
 Mrs. Mae Anderson, Troutdale
 Meda Angell, 371½ Pacific St., Portland
 Norma Annworthy, Wasco
 Eva Anderson, Astoria
 Ella E. Anderson, 708 Missouri Ave.,
 Portland
 Alpha Busick, Union
 W. E. Buell, Falls City
 Roberta Ballard, Rickreall
 Menga Batalgia, Wilsonville
 Eva Mary Beekman, Multnomah Hotel,
 Portland
 Pauline Beck, 28 22nd St., Corvallis
 Vida Beougher, Albany
 Gertrude Bilyeu, Albany
 Gladys Blue, 1099 Concord St., Portland
 Esther A. Booth, Lebanon
 Alice Boyle, Lebanon
 Gussie Bradbury, Cornucopia
 Edna Briggs, Linn
 Elda Bristow, Pleasant Hill
 Ethel C. Brown, Portland
 Marguerite Brookhart, Drain
 Katherine E. Brown, McKinley
 Berdell Brooks, Melba, Idaho
 Ruth E. Brown, Monmouth
 Helen Butler, Independence
 Josephine Burgess, Tumalo
 Chloe Buell, Myrtle Point
 Verl E. C. Burkhardt, Harrisburg
 Mrs. Mary Cool, Drain
 Fannie Cooper, Warren
 Mary Connet, Lebanon
 Alice H. Comstock, Monmouth
 Mary A. Criteser, Oregon City
 Mattie Crook, Monmouth
 Mabel Crosby, Sherwood
 Agnes Canterbury, Bandon
 Jennie E. Carroll, Butte
 Hazel Calbreath, Independence
 Vivian Carr, Yoncalla
 Alice Chandler, Rogue River
 Mertie Chamberlain, Eugene
 Helen Coe, 575 E. 24th St. N., Portland
 Mattie E. Case, Hillsboro
 Mell E. Carter, Ontario
 Ethel Calkins, Gresham
 Fern Daily, Medford
 Bessie Davidson, Molalla
 Esther Dawson, Shedd
 Mrs. Merle H. Davenport, 1054 Cleve-
 land Ave., Portland
 Helen De Armond, Monmouth
 Myrtle Dear, Yoncalla
 Violet Denney, Monmouth
 Jewel Delk, Drain
 Anna Dean, Eugene
 Gertrude De Witt, Portland
 Hattie De Borda, Cove
 Margaret M. Dickie, Oswego
 Georgia Dilley, Goshen
 Ulla Dickinson, Independence
 Erma B. Drury, Coburg
 Alice Downer, 1143 E. Lincoln St.,
 Portland
 Lenora Dunlap, Prescott, Wash.
 J. Angus Dugan, 581 E. 10th St., Port-
 land
 Vida Dunlop, Monmouth
 Grace Egbert, The Dalles
 Mabel Edmeades, 1490 E. Burnside St.,
 Portland
 Amy Eccleston, Lakeview
 Ruby Engleman, Ione
 Goldie Everest, Newberg
 Mildred Faulhaber, Elmira
 Marguerite Ferrin, Hood River
 Cleo Fisher, Hermiston
 Jean C. Gibson, 929 Belmont St.,
 Portland
 Myrtice Fowler, 1035 Garfield Ave.,
 Portland
 Mathilde Fluke, Beaverton
 Veneta Fountain, Leaburg
 Wilda E. Fuller, Monmouth
 Hester M. Gramm, Salem
 Naomi Hagensen, 662½ Alberta St.,
 Portland
 Evadna Hager, 565 E. Couch St.,
 Portland
 Marian Hanson, Monmouth
 Ida Hafterson, Salem
 Edna Haines, Beaverton
 Joyce Handley, Orenco
 Helen L. Hansen, 1931 Portsmouth
 Ave., Portland
 Esther Halvorsen, 390 Going St., Port-
 land
 Electa Hamilton, Cottage Grove
 Mary A. Hall, Salem
 Erma Hall, 550 Tacoma Ave., Portland
 Mrs. Lola E. Harris, Moro
 Stella M. Hardwick, Salem
 Sadie Havelly, 715 E. 11th St., Portland
 Lulu B. Hayes, Lawen
 Ilda M. Hayes, Burns
 Marjorie Haynes, Kent
 Neta Harvey, Monmouth
 Eva Hendrickson, 1435 Grand Ave.,
 Astoria
 Josephine Heffley, Monmouth
 Hentietta Henrickson, 266 Fargo St.,
 Portland
 Lydia Hefner, 530 E. 30th St., Portland
 Hilma Hendrickson, 313 Taylor St.,
 Astoria
 Mrs. Clara Hersey, Dryden
 Lois W. Hill, Dufur
 Marion Howe, Hood River
 Lota M. Horrigan, Prineville
 Katherine Hoben, 366 Larrabee St.,
 Portland
 Edna Holder, Salem
 Myrtle Hoffman, Bacona
 Lydia Huddleston, 333 E. 45th S.,
 Portland
 Nan Hunter, 1182 Commercial St.,
 Portland
 Vura Hudson, Elgin
 Goldie E. Hufford, Bandon
 Helen James, 401 Clackamas St.,
 Portland
 Katherine James, 401 Clackamas St.,
 Portland
 Jessie Jenks, Tangent
 Mrs. Adah Jones, Salem
 Vera Johnson, Independence
 Bertha Mae Johnson, 229 E. 36th St.,
 Portland
 Mildred E. Jones, Amity
 Arleigh Kammerer, Lebanon
 Ama Kendall, McMinnville
 Clara Kersting, 495 E. Pine St.,
 Portland
 Marguerite Kerr, 1129 Williams Ave.,
 Portland
 Mabell Kennedy, 264 E. 46th St. S.,
 Portland
 Charlotte Kinnaird, Hood River
 Lenore Kirkpatrick, 1566 Hodge St.,
 Portland

- Helene Knips, Grants Pass
 Mrs. Sylvia B. Kraps, Salem
 Ella Kroeger, Rickreall
 Laura Larson, Falls City
 Florence Larson, St. Helens
 Florence Lawson, Gates
 Guy L. Lee, Dallas
 Nelta Lewis, Dayton
 Maybelle Lloyd, 990 E. 19th St. N.,
 Portland
 Clara Luethli, Tualatin
 Margaret Mann, Cornelius
 Edith E. Maison, 265 Morris St., Port-
 land
 Della Marie Majorowicz, N. Platte,
 Nebraska
 Kathleen Maddox, Jefferson
 Donna Mason, Monmouth
 Katherine Malo, Gervais
 Addie L. Martin, Amity
 Belle McAllister, Independence
 Grace McCann, Kerby
 Jessie McDonald, Portland
 Clem McKinney, Monmouth
 Lulu V. McNeese, Wallowa
 Marie Mehring, Tangent
 Julia Meyers, Corvallis
 Willa Metzger, Gresham
 Mrs. Ethel M. Miller, Gresham
 Jennie Millican, Leaburg
 Ruth Miller, Burns
 Clara Moser, Marshfield
 Eva Murphy, Wren
 Winafred Nelson, Portland
 Mabel Nelson, Buxton
 Arty Nettleton, Corvallis
 Ruth Norton, Shedd
 Esther Normansen, Sherwood
 David Oleman, Monmouth
 Ida Olson, Toledo
 Addie Patterson, Salem
 Antonia Patzelt, 566 Belmont St.,
 Portland
 Beatrice Pierce, Roseburg
 Shannon Pettinger, Oswego
 Helen Peck, 1180 E. Taylor St., Port-
 land
 Beth Perry, Houlton
 Etta May Powell, Lebanon
 Clara Prokop, Scio
 Verena Puntenney, Camas
 Susan E. Prindle, Corvallis
 Frances Pyle, Parkers Mill
 Addie Quesinberry, Portland
 Harriet Queen, Saginaw
 Hazel Richardson, La Grande
 Pauline Richli, Spring Garden, Calif.
- Mae Robinson, Mapleton
 Mabel Robbins, La Grande
 Ruth W. Russell, Newberg
 Clara Sales, Gresham
 Wanda Sain, Gaston
 E. A. Sayre, Clatskanie
 Clara Scharpf, 429 E. 46th St. N.,
 Portland
 Katherine Schmitt, North Bend
 Margaret Shotwell, McMinnville
 Mrs. Daisy B. Short, Myrtle Point
 Esther Sholin, Portland
 Nathalie Selling, 941 Mallory Ave.,
 Portland
 Mabel Shortridge, Cottage Grove
 Marion Slope, Tangent
 Daisy Slate, Tangent
 Mrs. Gladys Smith, 1016 Jersey St. N.,
 Portland
 Mabel Jane Smith, Monmouth
 Rosabelle Smith, Monmouth
 Ruth Stover, Weiser
 Minerva L. Speer, Albany
 Henrietta Stermer, Dayton
 Edith Sumner, Bandon
 Adah Syron, Dallas
 Helen W. Straus, 115 E. 31st St.,
 Portland
 Mrs. Mary W. Stowell, Cashmere,
 Wash.
 Agnes Sullivan, 759 Williams Ave.,
 Portland
 Joyce E. Teeters, Cottage Grove
 M. Anna Taylor, Reed
 Genevieve Tillotson, Tygh Valley
 Alice Tomkins, Cascade Locks
 Audrey Tolle, Merrill
 Esther Traffe, Linnton
 Della Trapp, Chitwood
 Miriam Underwood, Oakland
 Eleanor Warnerf, Yamhill
 Lillian Warmoth, Brownsville
 Lovely Warfield, Ione
 Eula Watkins, Alcel
 Georgie L. Walrath, Monmouth
 Hazel M. Wikstrom, Scappoose
 Marjorie Whipple, Anlauf
 Blanche White, Brownsville
 Susan Williamson, Yachats
 Eula A. Wills, Mountain City, Tenn.
 Mary Withee, Amity
 Marian White, Oregon City
 Daisy Wikstrom, Scappoose
 Florence Withee, Amity
 Irene Williams, Monroe
 Ruby Workman, Wasco

SUMMER SCHOOL ROLL, 1919

- Ethel Adams, Walla Walla, Wash.
 C. C. Allor, Dilley
 Maude M. Allen, Mabel
 Ona Allen, 535 S. 14th St., Corvallis
 Naomi Allen, Kings Valley
 Clara Anderson, Melrose
 Thelma Anderson, Weston
 Olive Armstrong, 2546 Hazel Ave.,
 Salem
 Arty Nettleton, Benton
 Grace Ayres, Beaverton
 Goldie Aylesworth, Corvallis
 Mrs. Anna Barzee, Siletz
 Olive Bazine, Enterprise
 Zella Bardwell, Burns
 Mabel Barnes, 610 E. 19th St., Portland
 Laura Beebe, Dallas
 Evelyn Bennett, La Grande
 Emma Berg, Silvertown
- Edrie Beyerlin, Vida
 Vida Beougher, Albany
 Marie Bell, Boring
 Dorothy C. Blenkinsopp, McMinnville
 Gertrude Bilyeu, Albany
 Helen J. Bliss, Portland
 Margaret Bloom, Baker
 Gladys M. Blue, 1099 Concord St.,
 Portland
 Alice Boyle, Lebanon
 Edna Briggs, Brownsville
 Jean Bruening, Empire
 Mrs. Effie C. Brown, St. Helens
 Mrs. Ethel C. Brown, Monmouth
 Gladys Brown, Creswell
 Marguerite Brookhart, Drain
 Ruth A. Brown, 609 E. 11th St. S.,
 Portland
 Eola L. Brown, Dallas

Mildred Brown, 78 E. Watts St., Portland
 Ruth E. Brown, Monmouth
 Sadie Bruce, McMinnville
 Audrey Bryant, Myrtle Point
 Ethel Buckley, 1153 Woodward Ave., Portland
 Helen Butler, Independence
 May Burgoyne, 147 Porter St., Portland
 Verl E. Burkhardt, Harrisburg
 Julie Busch, Oregon City
 Josephine Burgess, Tumalo
 Hazel G. Burse, 1533 Lancaster St., Portland
 Mrs. Starr Bumby, Peel
 Violet M. Canoles, Lebanon
 Herma Carter, Drain
 Eugenia Caudy, 1576 Albina Ave., Portland
 Ruth Caudy, 1576 Albina Ave., Portland
 Jennie E. Carroll, Butte
 Mrs. Alice T. Canning, Monmouth
 Emma Cadle, Rickreall
 Florence Cameron, Hillsdale
 Evadna Chandler, Sheridan
 Mertie Chamberlain, Eugene
 Ardinelle Clark, Rickreall
 Effie Cofer, Corvallis
 Louise Coleman, 1111 E. 33rd St. N., Portland
 Velma Colt, 665 Tacoma Ave., Portland
 Vera Colt, 665 Tacoma Ave., Portland
 Hazel M. Cone, Donald
 Rachael Cooke, Silverton
 Ruth Crozer, Caldwell
 Nellie Cyrus, Corvallis
 Adda Cyrus, Corvallis
 Mattie Crook, Monmouth
 Myrtle Curtright, 499 Sherrett Ave., Portland
 Olive E. Davis, Pendleton
 Esther Dawson, Shedd
 Florence Davis, 741 E. Madison St., Portland
 Fern Dailly, Medford
 Maud Davis, Oregon City
 Alma A. Dart, Molalla
 Ivy Davidson, Bend
 Gertrude De Witt, 1000 Woodward Ave., Portland
 Teresa Devereux, Bandon
 Maymie De Long, Coquille
 Jewel Delk, Drain
 Hattie De Borde, Cove
 Jennie Dean, Pomeroy
 Rhoda Deardorf, Prairie City
 Georgia Dilley, Goshen
 Lois Dibblee, Rainier
 Dana Dixon, Drain
 Rosa Drager, Turner
 Erma B. Drury, Coburg
 Irene Douglass, Willows
 Myrtle Dressler, Hutchinson
 Neva Downing, Wendling
 Nellie Dryden, Gooding
 Edith Duncan, Elgin
 Vida Dunlop, Portland
 Mrs. Edna Duncan, Halfway
 Gladys Durland, Roseburg
 Ruth M. Dutton, 22 E. 78th St., Portland
 Lucile Dunbar, Joseph
 Alta Edmiston, Sherwood
 Myrtle Edgerton, Roseburg
 Thelma Ellisted, Central Point
 Birdie Easley, Oakland
 M. Lillian Earnest, Philomath
 Oma Emmons, Beaverton
 Edythe English, Pendleton
 Zananna Emerick, Philomath

Francis Evans, Hood River
 Gladys J. Evans, Monmouth
 Laura A. Evers, Elmira
 Ethel Fellows, Sulphur, Okla.
 Lillian Farley, Albany
 Fannie M. Fisher, Baker
 Inez Fisher, Silverton
 Almon Fitzgerald, Lebanon
 Marion Z. Forte, 107 E. 52nd St. N., Portland
 Susie M. Fry, Lebanon
 Violet Franklin, Clatskanie
 Edith Frazier, 789 Locust St., Salem
 Hazel Freeman, Elmira
 Dora A. Fridley, Klondike
 Grace Frost, Pendleton
 Mona F. Fulton, Aumsville
 Lenore Fuller, Cove
 Bess Gasho, Sherwood
 Anna Gabriel, Hillsdale
 Emmadale Garrison, Dallas
 Lavina Galloway, Prosser, Wash.
 Flora Gilliland, Fossil
 Nellie K. Geary, Clatskanie
 Catherine Gentle, Monmouth
 Mrs. Eula Gillett, Halfway
 Winifred Glossop, Sherwood
 Georgiana Goff, Union
 Ruth Gregg, Silverton
 Ibbey E. Greene, Crawfordville
 Viva Green, Philomath
 M. Mabel Green, Philomath
 Anna Grabbhorn, Beaverton
 Edith A. Griffiths, Oak Grove
 Marie Groves, 564 E. 22nd St. N., Portland
 Anna Guerrant, Holdman
 Joyce Handley, Orenco
 Gladys Haines, Beaverton
 Ruth Hansen, 648 Alberta St., Portland
 Mary A. Hall, Salem
 Naomi Hagensen, 662½ Alberta St., Portland
 Augusta Hahn, Corvallis
 Blanche Hansen, Junction City
 Edna Haines, Beaverton
 Alma Halvorson, Silverton
 Chloe W. Hayes, 145 Grand Ave. N., Portland
 Blanche Hartley, Williams
 Wilma Harbour, Weston
 Sadie Havely, 715 E. 11th St., Portland
 Ilda Hayes, Burns
 Lulu B. Hayes, Lawen
 Hilda Harden, Cottage Grove
 Hillie Haveman, Laurel
 Stella Hardwick, Salem
 Mary Harding, Creswell
 Ruth Havemann, Molalla
 Henrietta Henrickson, 266 Fargo St., Portland
 Elsie Henderson, Sutherlin
 Florence Heffley, Monmouth
 Lillian Hertig, Newberg
 Mrs. Nellie Allen Hilfliser, Salem
 Lella C. Howe, Estacada
 Mildred Howell, 148 E. 53rd St., Portland
 Edna Holder, Salem
 Katherine Hoben, 366 Larrabee St., Portland
 Zena Houser, Echo
 Louise Hodgins, Newberg
 Beatrice Holbrook, Brownsville
 Marguerite Horney, Roseburg
 Margaret Humburg, Mt. Angel
 Stella Hubbard, Springbrook
 Elizabeth Hufford, Myrtle Point
 Mabel Hunter, Falls City
 Jeanette Irvine, Dilley

Mrs. Elizabeth Irwin, 1570 Belmont St., Portland
 Mary C. Juger, Junction City
 Alice M. Jenkins, Eugene
 Mildred Jewell, Amboy, Wash.
 Fannie Johnson, Blachly
 Emma Jorgensen, Lebanon
 Mrs. Adah Jones, Salem
 Virgie Kaesmeyer, Bend
 Gertrude Katsky, 5120 92nd St., Portland
 Arleigh R. Kammerer, Lebanon
 Alice Kershaw, Sherwood
 Mrs. Jennie Kearns, Dayton
 Clara M. Ketel, St. Helens
 Clara Kersting, Portland
 Marguerite Kerr, 1129 Williams Ave., Portland
 Millicent Kiphart, Grants Pass
 Mabel Kincaid, Williams
 Florence Kimmell, La Grande
 Vivian King, Brownsville
 Ila E. Knox, Fossil
 Myrtle Kolker, Eugene
 Mrs. Sylvia B. Kraps, Salem
 Martha V. Larson, Fernhill
 Lucille Laughlin, Yamhill
 Josephine Landrum, John Day
 Hannah M. Lane, Gresham
 Zella A. Landon, 5324 89th St. E., Portland
 Laura Larson, Falls City
 La Verne Lamb, Goshen
 Gladys Larson, North Bend
 Florence Larson, St. Helens
 Laura I. Leach, Multnomah
 Helen Lehnert, Corvallis
 Mattie Lichtenberger, Wolf Creek
 Mary E. Littlefield, Minam
 Ruby Liddell, Milwaukie
 Florence Lichtenberger, Wolf Creek
 Ella Liddell, Milwaukie
 Lola Lovern, North Powder
 Josie Lingelbach, Estacada
 Reta Lynn, 348 Crosby St., Portland
 Ethel Lynch, St. Helens
 Thelma C. Marks, Monmouth
 Ruby L. Mayer, Winlock
 Kathleen Maddox, Jefferson
 Della Marie Majorowicz, N. Platte, Nebraska
 Clara B. Maley, Sutherlin
 Catherine Malo, Gervais
 Lois Mann, 185 Park St., Portland
 Mary Ellen McCrory, 1322 E. 8th St., Portland
 Clem McKinney, Corvallis
 Genevieve McClaran, Wallowa
 Belle McAllister, Independence
 Maude McMorris, Molalla
 Anna McNabb, Oakland
 Abble H. Means, Philomath
 Retta L. Meredith, Dillard
 Agnes Mehring, Tangent
 Marie Mehring, Tangent
 Gladys B. Mitchell, Glenada
 Mrs. M. S. Miller, 451 E. Holland St., Portland
 Inez Miller, Gresham
 Mabel Mickey, Richland
 Ruth Miller, Burns
 Alma F. Molin, 328 E. 29th St. N., Portland
 Nealla G. Moser, Kings Valley
 Ree Morrison, Wilderville
 Esther Moser, Stafford
 Gladys Musgrave, Hardman
 Elsie Neave, Junction City
 Bernice Newbill, Dallas

Thelma Nixon, La Grande
 Edith M. Newton, Oregon City
 Mattie Neely, Monmouth
 Inez Nyman, Kings Valley
 Ruth Norton, Shedd
 Ruth Nottage, Newberg
 Hope Nye, Prospect
 Mrs. Ethel Odell, Dallas
 Laura Oldbrich, Kennewick, Wash.
 Mildred Oleman, Monmouth
 Ida Olson, Toledo
 Margaret Orleman, Sutherlin
 Dulcie Oliver, Wallowa
 Nellie Pattison, Bend
 Bess Palmer, Fossil
 Annette Payne, Houlton
 Doris Palnton, Vancouver, Wash.
 Muriel Paul, McMinnville
 Antonia L. Patzelt, 566 Belmont St., Portland
 Helen Peck, 1180 E. Taylor St., Portland
 Hazel Phillips, Alsea
 Marie Pickens, Roseburg
 Rase Perry, Murphy
 Alice Pence, Williams
 Myrtle Pelker, Salem
 Dora Phelps, 1172 Jefferson St., Eugene
 Beatrice Pierce, Roseburg
 Ruth A. Pearson, 385 E. 51st St., Portland
 Shannon Pettinger, Oswego
 Pearle Peterson, Milton
 Lee B. Petie, Rickreall
 Amelia Plughoff, Huntington
 Varena M. Puntteney, Camas, Wash.
 Edna K. Platt, Springfield
 Elta Lois Plett, Silvertown
 Mildred Price, Springfield
 Effie Price, Eugene
 Ethel Powell, Lorane
 Susan Prindle, Corvallis
 Paula Poetsch, Rainier
 Alice Presnall, North Bend
 Lydia Plimpton, Milwaukie
 Olive Porter, Salem
 Laura Ruth, Eugene
 M. Jane Reddick, Forest Grove
 Hazel Quinn, Corvallis
 Amanda Reeves, McMinnville
 Margaret Rathbone, Grants Pass
 Eva Randall, Salem
 Emma Rasmussen, Junction City
 Winona Rice, Dallas
 Emma B. Ristow, Salem
 Marjorie Riches, Silvertown
 Hazel Richardson, La Grande
 Ruth Roth, Sutherlin
 Tina Roberts, Dallas
 Frances Ida Roberts, Cove
 Pearl Rogers, Vernonia
 Velma Rominger, Salem
 Beatrice Robinson, Seaside
 Laura Ruth, Eugene
 Evalyn Rue, Monument
 Inis Russell, Salem
 E. A. Sayre, Clatskanie
 Mrs. M. E. Scherer, Corvallis
 Arizona Sawyer, Elkston
 Maye Scott, Silvertown
 Blanche Scharmann, 1178 Bostwick St., Portland
 Katherine Schmitt, North Bend
 Viola E. Schafer, Silvertown
 Hazel G. Scott, McMinnville
 June Selleck, Sutherlin
 Izora D. Serfling, Seio
 Nathalie Selling, 941 Mallory Ave., Portland

Margaret Serfling, Linn
Bess Shepherd, Yamhill
Ruth Shintaffer, Evans
Cora M. Shroll, Enterprise
Lyndall Sinclair, Eugene
Blanche Slater, Sutherlin
Maude A. Smith, Clatskanie
Mabel Smith, Marcola
Mrs. Jennie Smith, Dallas
Flora Smith, Marcola
Rosabelle Smith, Monmouth
Lorene Smith, La Grande
Alta Smith, Haines
Inez Smith, 1481 E. Hoyt St., Portland
Edith Southworth, Dallas
Beatrice Snell, Arlington
Florence Snedaker, Lebanon
Mrs. Mary W. Stowell, Stayton
Mrs. Margaret St. Onge, Roseburg
Harriet Sweet, Coquille
Edith Sumner, Bandon
Alice Swenson, Elmira
Zetta Stephens, Heppner
Della M. Strang, Coquille
Echo D. Spores, Mohawk
Hazel Spencer, Vancouver, Wash.
Dorothy M. Taylor, Turner
Irma McTaggart, Portland
Hester Thorpe, Gresham
Meda Thiesies, Dallas
Irene Thompson, Elkton
A. Thompson, Aurora
Eunice Tickner, 169 E. 50th St., Portland
Audrey Tolle, Merrill
Charlotte A. Tischhauser, Salem
Genevieve Tillotson, Toledo
Helen Treat, Salem
Della Trapp, Chitwood
Dorris Tuttle, Lorella
Esther Traffe, Linnton
Esther E. Troxel, 4217 42nd Ave.,
Portland

Myrtle Tuttle, Selma
Mary Voris, Springfield
Agnes Wadsworth, 116 E. 45th St.,
Portland
Mildred Watson, Airlie
Mrs. Georgie Walrath, Monmouth
Helen E. Wallace, 16 E. 62nd St. N.,
Portland
Eleanor Warner, Newberg
Eula Watkins, Alicel
Fauline M. Welch, Fossil
Olive G. Welch, St. Paul
Joy Weagel, La Grande
Hattie B. Wendland, Salem
Ruth Westermann, Yamhill
Norma Wechter, Salem
Lora Wiley, Fort Klamath
Retta A. Wilson, Dallas
Norma Williams, Airlie
Hazel V. Williams, Monmouth
Daisy Wikstrom, Scappoose
Florence Withee, Amity
Evolin Wiseman, Provolt
Gladys E. Wirsing, Lebanon
Blanche White, Brownsville
Alice A. Willson, Rickreall
Mrs. Belle B. Whitaker, Myrtle Point
Myra Will, Dallas
Loreen White, Scio
Irene Williams, Monroe
Florence Wilbur, 397 Church St., Port-
land
Bonita Worley, Molalla
Doris Wood, Molalla
Ruth Wright, Mosier
Mildred Workman, Marcola
Luella Woodruff, Roseburg
Mrs. Flo Young, Crabtree
Nellie Young, Crabtree
Mary Helen Young, Junction City
Nora Zehner, Hubbard

LIST OF GRADUATES

NOVEMBER 16, 1918

Pauline Beck
Ethel Calkins

J. Agnes Dugan
Edith E. Maison

Addie Patterson-Hale

FEBRUARY 9, 1919

Ella E. Anderson
Eva Mary Beekman
Chloe E. Buell
*Josephine W. Burgess
Mrs. Mary V. Cool
Mary A. Critser

Mrs. Jean Clinch Gibson
Henrietta N. Hendrickson
Lola E. Harris
*Adah Jones
*Arleigh R. Kammerer
Helene E. Knips

Mrs. Daisy Short
Gladys Shelley Smith
*Edward A. Sayre
*Esther Traffé
*Genevieve Tillotson
Joyce E. Teeters

Jewel Delk
Alice Downer
*Erma B. Drury
Margaret M. Dickle
Myrtle Gross-Dea
Myrtice Fowler

*Clem DeLee McKinney
*Belle McCallister
Etta May Powell
Ruth W. Russell
Agnes C. Sullivan
Wanda Sain

Alice E. Tomkins
*Eleanor E. Warner
Hazel M. Wikstrom
*Blanche M. White

APRIL 12, 1919

Eva Esther Anderson
Eva Elizabeth Hendrickson
W. E. Buell

Marion Howe
Mrs. Mabel O. Robbins
Grace McCann

*Ruby Workman
Anna Taylor

JUNE 18, 1919

Meda Angell
Roberta E. Ballard
Gertrude M. Bilyeu
Augusta M. Bradbury
Edith G. Brown
*Hazel Calbreath

Esther Marie Halvorsen
Myrtle M. Hoffman
Charlotte Kinnaird
Lenore Lee Kirkpatrick
Ama Julia Kendall
Mabell M. Kennedy

Esther Normanson
Sarah Elizabeth Perry
*Hazel Marion Richardson
*Katherine Christina Schmitt
Daisy Slate
*Rosabelle Smith

Mattie E. Case
Mell E. Carter
Helen L. Coe
*Fern B. Dally
Merle Hockett Davenport
*Hattie J. DeBorde

Marguerite Kerr
*Sylvia Edmiston Krap
Netta May Lewis
Maybelle Katherine Lloyd
Jennie Elizabeth Millican
*Ethel McLain Miller

Mabel Jane Smith
Minerva L. Speer
Mary W. Stowell
*Edith V. Sumner
*Audrey Allee Tolke
Marian Marguerite White

Grace Sylvia Egbert
Goldie L. Everest
Helen Louise Hansen

Lulu Viola McNess
Mabel June Nelson
*Arty Manilla Nettleton

Mary Eliza Withee
*Florence Withee

* Work to be completed in Summer School.

SIX WEEKS' SUMMER TERM, 1920

| | |
|-------------------------------|---------------|
| Entrance and enrollment | June 21, 1920 |
| School organized | June 22, 1920 |

SPECIAL SUMMER SCHOOL INFORMATION

A—Faculty:

1. Regular: Regular members of the Oregon Normal School faculty will be the instructors.
2. Special: Prominent people will give lectures during the season.

courses:

1. Regular: Practically all those offered during the regular session.
2. Special methods: (a) In the different subjects for all the grades from 1 to 8 inclusive; (b) For rural schools; (c) For principals and city superintendents.
3. Elementary teachers' training course: All subjects required by law for the elementary teachers' training course.*

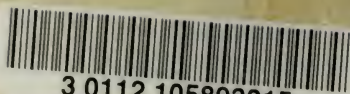
C—Credits:

1. One-sixth unit will be given for each subject taken. The maximum number of units that can be made in the summer school is five-sixths. Units made in the summer session may be credited toward graduation from the regular normal course.

D—Expenses:

1. Tuition: Tuition for the six weeks will be \$6.00.
2. Living expenses at Monmouth: Board and room for the term in the dormitory, \$42.00; outside the dormitory, \$48.00. These prices subject to change.
3. Railroad facts: Monmouth may be reached as follows:
 - (1) Trains leave Union Depot, Portland, for Monmouth via Gerlinger and Independence;
 - (2) Trains leave Albany via Corvallis and Independence;
 - (3) Trains leave Salem via Gerlinger and Independence;
 - (4) Tickets may be purchased and baggage checked from all points on S. P. and O.-W. R. & N. Co. to Independence;
 - (5) Always purchase your ticket to Independence;
 - (6) Auto bus meets all trains at Independence.

* After September 1, 1919, an elementary teachers' training course shall consist of not less than twelve weeks of professional training. This may be taken during two successive six-week summer terms at the Oregon Normal, as well as during the regular session.



3 0112 105893215